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ABSTRACT

These materials are intended to help secondary vocational education instructors teach food service/food production skills in a competency-based, individualized manner. This volume includes the instructor's version of student course material, beginning with an introduction to competency-based instruction, with sections on such topics as how to manage competency-based individualized instruction, plan the class's physical environment, and evaluate student performance; an introduction to the skills to be taught; a table of skill progression; and, for each module, the instructor's version of a student instructional packet that constitutes the module. The instructor's version of the student packets contains, for each packet, a list of the skills to be taught, the terminal performance objective, a list of the materials needed, a pretest, narrative or tabular subject matter, student activities (such as a pencil and paper or physical test), answer keys to the tests, and the sheet on which posttest evaluations are to be made by the student and instructor. The student subject-matter materials include diagrams and illustrations. (CML)

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ARIZONA
CENTER
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CURRICULUM MODULES & INSTRUCTOR'S GUIDE

By

Dr. Linda Loomis

Curriculum

FOOD PRODUCTION/FOOD SERVICE

Volume 1

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Competency-Based Vocational Education Instructional Materials

Funded by
Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent
Dr. Ray Ryan, Deputy Superintendent

August 1983

Administered by
Arizona Center for Vocational Education
Northern Arizona University
Dr. Robert V. Kerwood, Director
Dr. Jerry R. Cox, Curriculum Coordinator

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CURRICULUM MODULES & INSTRUCTOR'S GUIDE

By

Dr. Linda Loomis

Administered By

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July, 1983

ARIZONA CENTER FOR VOCATIONAL EDUCATION
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Flagstaff, Arizona 86011
[illegible]

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To Users of Food Production/Food Services Curriculum:

It is our pleasure to have conducted the research and curriculum coordination necessary for the completion of this project which fulfills two major objectives of the Arizona Center for Vocational Education.

As we developed the data supporting the competencies through a nation-wide search, we feel comfortable that the data base is sound. This curriculum area addresses an occupation which will provide jobs for vocational students.

We are proud of the product coordinated by Beth Packard. The dissemination of this curriculum will certainly enhance our vocational education programs. We hope you enjoy using the materials as much as we did in the development.

Good luck!

Sincerely,

Robert V. Kerwood

Dr. Robert V. Kerwood
Director

ACKNOWLEDGMENT

In addition to persons mentioned in "Background of the Study," the following persons are recognized as having made substantial contributions to the project and curriculum development process:

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Paul Tachias
Steve Trujillo
Kathy Woody

Appreciation is expressed to these individuals, who contributed invaluable service to the project in terms of time and expertise. Four deserve special mention, as they formed the team that facilitated the project at varous times, depending upon the area of responsibility: Don Parsons, Marie Rea, Dr. Linda Loomis and finally, instructor Gary Agan, who was the "life" behind the curriculum.

Elizabeth Packard
Project Director

BACKGROUND OF THE PROJECT

The Pilot Food Services Project of the Arizona Center for Vocational Education started with the concerns of two men, Mr. Don Parsons, Director of Coconino County Educational Services and Dr. Robert Kerwood, Director of the Arizona Center for Vocational Education, who perceived the growing demand for jobs and training in quantity food production. A grant was received from the Arizona State Department of Education to research and develop a competency-based program that would address the need. The Arizona Center selected a research, curriculum development, and leadership training approach to the development of competency-based education.

Through research at the Arizona Center for Vocational Education, Beth Packard, Project Director, studied job categories to establish industry needs, completed occupational analysis, and examined educational roles of the various institutions within the career matrix. Research provided a unique opportunity to evaluate existing curriculum relevancy to job categories.

An advisory committee was established at the outset of the project, consisting of business persons who owned and operated restaurants, and educators, including a public school director of vocational education and a director of food and nutrition for a large school district. The committee was asked to determine the direction of the project. Competencies adapted from FOOD SERVICE, a Minnesota curriculum, were identified for each job category and validated by these representatives of business, industry, and education. Sequential skills charts were then developed from the validated competency listings.

Dr. Linda Loomis was commissioned to write learning modules addressing the validated competencies. The explanation of the curriculum development process is included in "The Instructor's Guide" section of the curriculum.

The last and final stage was pilot testing, to determine the validity of the research and curriculum development that preceeded it. Mr. Gary Agan was selected as instructor of the pilot training program. Chosen for his extensive background and appeal to students, Mr. Agan was responsible for holding the training effort together under unusual circumstances. The class was offered through Flagstaff Community Schools, under Director Wally Quayle; no credit was given. Of paramount concern was whether adequate enrollment could be obtained and retained under these circumstances.

The pilot class was literally "sold" to students as a unique opportunity for free training for existing jobs. As a result, thirty-six applicants applied. Thirteen students began training after initial screening of the applicants.

The Pilot Food Services Project had no facilities or equipment. Project thrust was to eliminate costly duplication of taxpayer funds. Existing equipment and facilities sat idle in the community in several locations during the afternoon and evening hours. Even so, locating persons willing to release space with equipment for our use proved challenging.

Flagstaff Public Schools administration and personnel proved to be supportive in every manner. Not only did the schools assist with student recruitment, they released the Coconino High School cafeteria, which was unused after three o'clock each school day, to the project. This arrangement and other cooperative agreements with Marie Rea, Director of Food and Nutrition at the public schools, proved beneficial in terms of personnel time and money for both parties. For example (1) the project used school cafeteria facilities and equipment after school hours for training (2) cafeteria personnel served as the purchasing agent, receiving bids for all food and small equipment items (3) students prepared food for cafeteria use and assisted in the upkeep of the facilities.

As the curriculum did not always lend itself to cafeteria food, food was prepared at times for the a la carte line at the cafeteria and advertised as such in the school newspaper.

Instructor Gary Agan used creativity and enrichment activities to enhance the curriculum packets and "brought them to life." Upper-level skills, such as the making of soups and sauces, were learned as part of mastery of entry-level skills. Repetitious activities, such as chopping of vegetables, therefore, were done for a purpose and not just for practice.

Students received the benefit of shadowing experiences and demonstrations by experts; among these were instruction on care and use of knives, egg preparation, and serving techniques. Restaurant tours provided the students with a view of various management and preparation techniques, as well as a variety of decors and serving styles. A fish market gave students the opportunity to portion a load of fresh fish at no cost to the project. This experience developed student competency in the skill.

The climax of the training was seven dinners prepared by students who designed the menu, named the restaurant, made desserts and breads, decided the decor of the dining area each week, and carved creative ice sculptures. Money generated was used by the students to dine at local restaurants.

Working at various stations through the series of dinners, the students took turns being chef, baker, host or hostess. The rotation of work stations and jobs allowed development of competencies and interest areas.

With the arrival of graduation, students received certificates. Competencies completed were noted on the back of the certificate as proof of the task mastered for the future employer. As only one semester of training was possible in the project, students completed as much as interest, time, and capabilities allowed.

Of the thirteen original students, twelve finished and left the pilot training program for employment in the community.

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Awarded this __________ day of ________________

19____ at Flagstaff, Arizona.

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ARIZONA CENTER FO[illegible]CATIONAL EDUCATION
Food Production/Food Services
Competency Listings

COMMON CORE

The Food Service Worker:
- ☐ Creates a safe environment
- ☐ Follows fire safety procedures
- ☐ Seeks and applies first aid
- ☐ Identifies personal hygiene techniques
- ☐ Cleans and sanitizes work and storage areas
- ☐ Controls trash and performs laundry duties
- ☐ Cares for floors

BACK OF THE HOUSE

Dishwasher/Kitchen Helper:
- ☐ Identifies food handling preparation techniques
- ☐ Identifies food storage techniques
- ☐ Cleans and sanitizes;
  - ☐ dinnerware, flatware, & glassware
  - ☐ condiment dispensers & utensils
  - ☐ beverage dispensers & ice machines

Prep Cook:
- ☐ Uses and cares for knives
- ☐ Understands recipe parts, measuring procedures, & food preparation terminology
- ☐ Prepares salads:
  - ☐ Fruit
  - ☐ Vegetable
  - ☐ Leafy
  - ☐ Gelatin
  - ☐ Meat and seafood
  - ☐ Prepares oil & vinegar& mayonnaise based salad dressings
  - ☐ Prepares garnishes, vegetable & fruit
  - ☐ Prepares appetizers, relishes & dips
  - ☐ Prepares breakfast meats
  - ☐ Breaks down and portions chicken & shellfish
  - ☐ Grinds & tenderizes meats

FRONT OF THE HOUSE

Bus Person:
- ☐ Identifies food holding & serving techniques
- ☐ Practices general housekeeping procedures
- ☐ Arranges tables & chairs
- ☐ Cleans & clears tables

Waiter/Waitress:
- ☐ Prepares beverages:
  - ☐ coffee
  - ☐ punch, hot chocolate, fruit juices/drinks
  - ☐ tea
  - ☐ Reviews menus, replenishes condiments & sundries
  - ☐ Folds cloth napkins
  - ☐ Sets tables
  - ☐ Takes & serves orders

* (C) Indicates Competence (N) Indicates Non-Completion of the Task

GLOSSARY

Packet	Instructional materials for student use that include terminal performance objectives, materials needed, pretest, information, activities, posttest, and answer keys.
Competencey Based Individualized Instruction	Curriculum based on industry validated job competencies designed for individual or group use, structured and managed to meet student needs.
Terminal Performance Objective	Job competencies including condition for performance, means of assessment, and standard.

Acknowledgment is made to the following sources of printed materials:

From Safety Operations Manual, "Temperature for Food Safeness" and "Portable Fire Extinguishers."
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From Curriculum Guide for Hospitality Education, Part 3, Volume 2 by Henry Kalani, "Disease Prevention Charts."
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From Food Service, Production and Service, various drawings, pictures, and pictures of stationary equipment.
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Instructor's Guide

for

Food Production/Food Service

Instructional Packets

INTRODUCTION TO COMPETENCY-BASED INDIVIDUALIZED INSTRUCTION

This guide is intended to assist vocational educators in managing a competency-based individualized food production and service curriculum. Competency-based curriculum identifies specific competencies that a student must reach to successfully function in an occupation. Food-service competencies have been stated in these instructional packets as "terminal performance objectives" (TPO). Each TPO contains four parts: condition for performance of the competency, competency to be performed, means of assessing the performed competency, and the standard or level of attainment. An example of this is, "Given a request to prepare potatoes (condition), the student will be able to deep-fry, grill, saute, boil, bake, and steam potatoes (competency) as evidenced by an average rating of "3" or better (standard) on performance rating sheets (means of assessment).

A competency-based curriculum may be used effectively in a traditional setting but it particularly lends itself to an individualized delivery system. In an individualized system, students do not just work independently. All forms of learning groups can be used, including independent study, one-to-one, small group, and large group. An individualized delivery system allows the instructor to create productive learning groups based on student needs. For example, if five students are studying fruit salads, these students may form a small group discussion to debate the content presented in the packet. These same students may then become lab partners to complete the food preparation (production) sections in the packet.

The instructor's own good teaching methods and ability to be flexible are critical to an effective competency-based individualized delivery system. The instructor must monitor and be available to offer guidance, act as a resource, as a motivator, and in general, manager of classroom environment. The packet is a tool and not an end in itself. The packet must be brought to life by the instructor and should never be considered as a substitute for the instructor. The instructor will still need to schedule guest speakers, field trips, and live demonstrations. These experiences will be planned to complement packet information.

Development of Packets

The competencies for the series of food production and service packets, based on industry-validated competencies, were first adapted from FOOD SERVICE, a Minnesota state curriculum. These competencies were then validated by representatives of business and industry in Arizona. Competencies validated as entry level for Arizona workers were designed into student instructional packets. Each of the 52 packets covers at least one major competency. Packets contain terminal performance objectives, materials needed, pretest, information (content), activities, posttest, and answer keys.

Design of Packets

The packets are designed to give students a basic background in each major competency. The instructor will give additional ininformation specific to the learning site to complement what is contained in each packet. For example, generalizations regarding the use and care of large equipment have been included in some packets, however, the instructor will want to provide more specific information regarding the particular brand of equipment available at the learning site.

Additionally, few recipes have been included in the food production packets. The instructor will need to select, for student use, recipes realistic for the particular learning site.

When presenting and organizing information for students it may be possible to simulate a restaurant for part of the semester. This method of mastering competencies can be a meaningful, stimulating experience for the student.

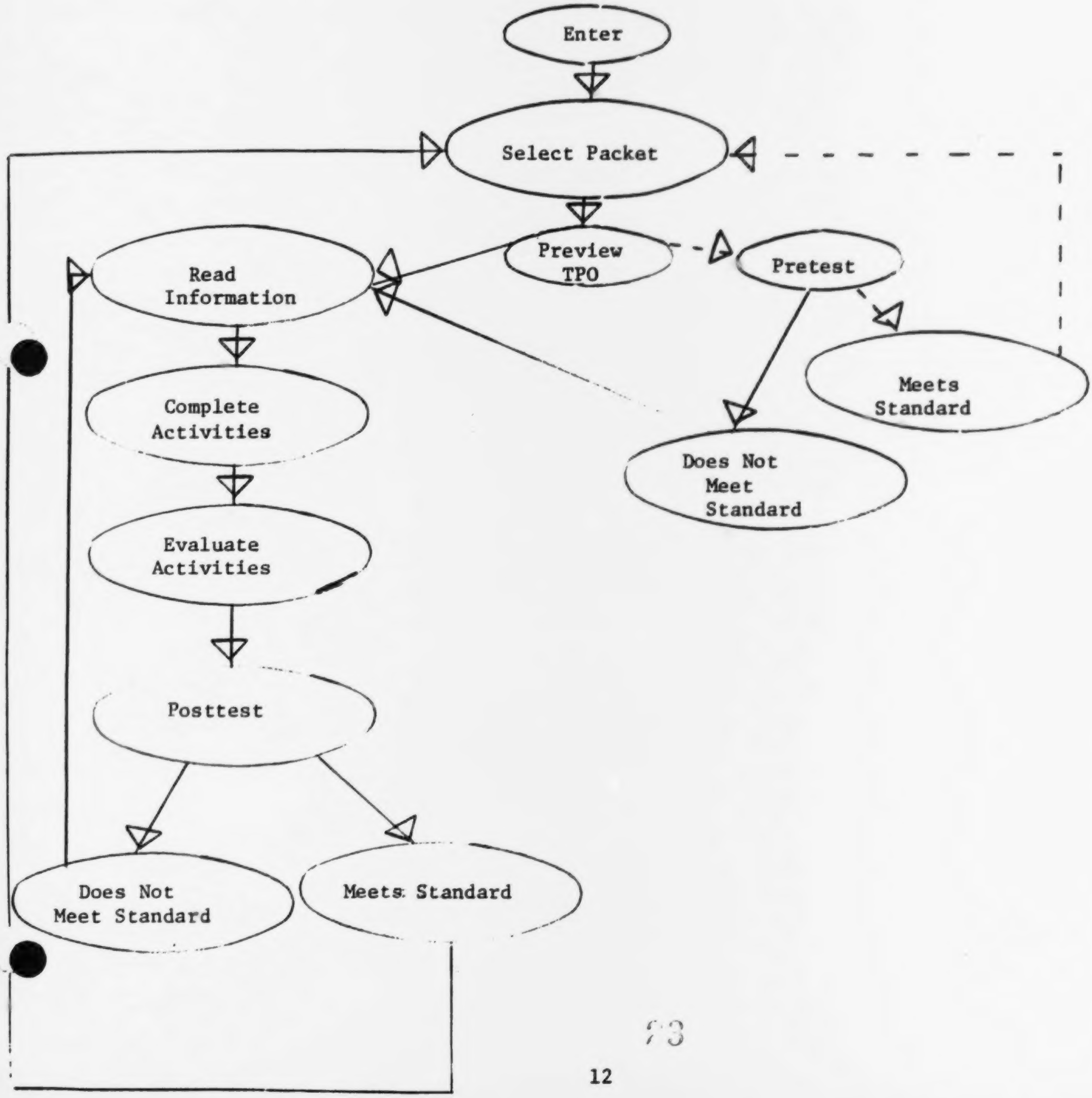
MANAGING COMPETENCY BASED INDIVIDUALIZED INSTRUCTION

Competency-based individualized instruction requires a different kind of preparation by the instructor than he/she would make for a group-centered, traditional classroom. The two main differences are development of curriculum materials and classroom management. The following sections address major classroom management concepts.

Orienting Students

Initially, students will need to be taught how to use the competency-based individualized system. They will need to know how and where they may enter the system as well as what specific steps they must follow to complete the process. An overview of this process is illustrated in figure 1.

Figure 1. COMPETENCY-BASED INDIVIDUALIZED INSTRUCTION PROCESS


Enter
Select Packet
Preview TPO
Pretest
Read Information
Meets Standard
Complete Activities
Does Not Meet Standard
Evaluate Activities
Posttest
Does Not Meet Standard
Meets Standard

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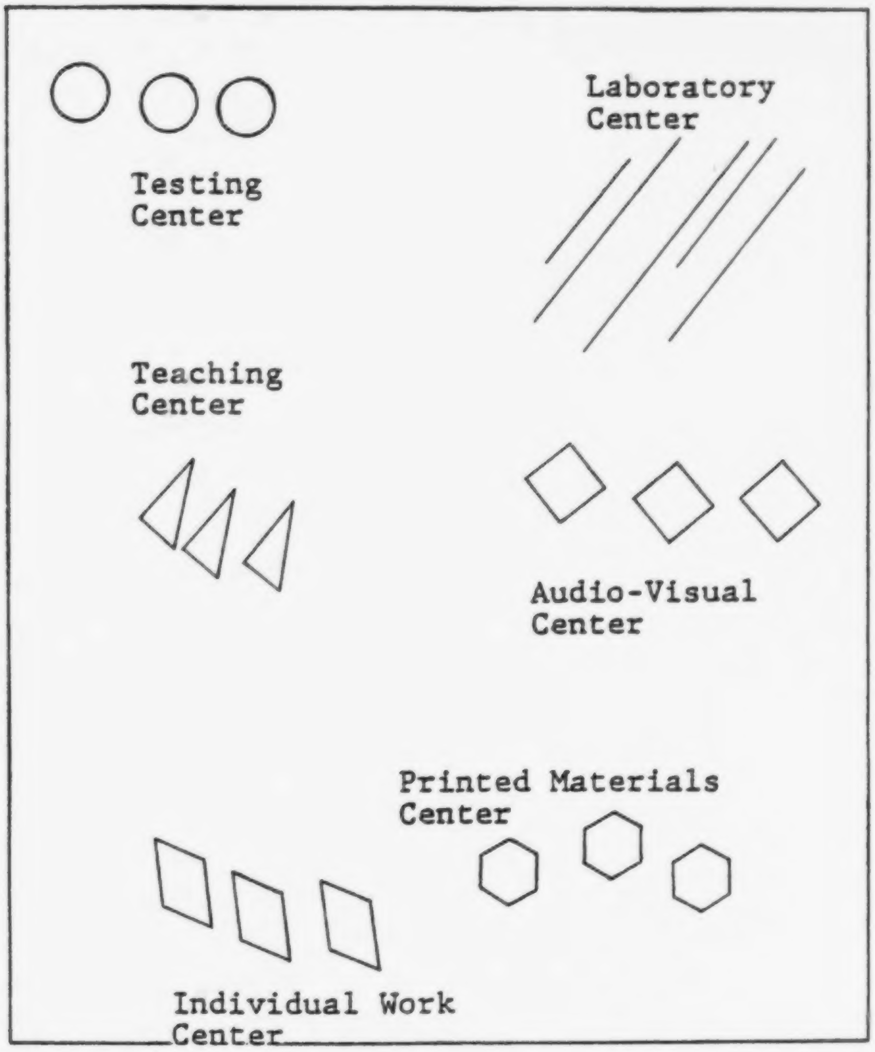
Without orientation, students may become confused and frustrated. A helpful orientation technique is to have the entire class complete one packet together. This enables the students to become more aware of the way in which the system works and they will in turn become more comfortable using it.

Planning the Physical Environment

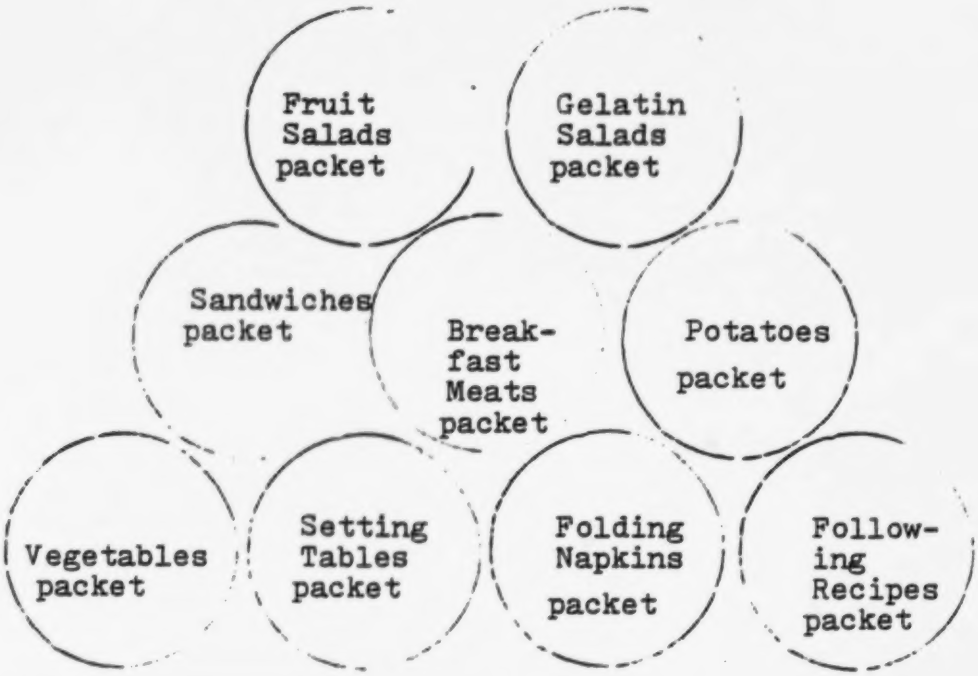
Classroom and laboratory facilities, equipment, supplies, and furnishings in a competency-based individualized program must be selected and organized to accommodate diverse student needs. The total environment must allow a variety of activities to occur at one time. For example, space must be available for large and small group activities, individual work, filing and record keeping, and distribution of classroom materials. Setting up centers such as the ones in figure 2 will be helpful for the students and the instructor.

Figure 2. INSTRUCTIONAL CENTERS


Laboratory Center
Testing Center
Teaching Center
Audio-Visual Center
Printed Materials Center
Individual Work Center

Free and easy access to materials is essential if students are going to make effective progress in mastering each packet. The materials should be organized in a systematic fashion on open shelves. Items such as ice cream cartons stacked horizonally can be used as an inexpensive alternative to other types of shelves (figure 3). In a classroom where a teacher has not organized materials effectively, students are unable to find what they need and resort to constant questioning of the teacher and other students.

Figure 3. OPEN SHELVES FOR STUDENT MATERIALS


Fruit Salads packet
Gelatin Salads packet
Sandwiches packet
Break-fast Meats packet
Potatoes packet
Vegetables packet
Setting Tables packet
Folding Napkins packet
Follow-ing Recipes packet

Record Keeping

Many teachers feel that the easiest way to keep student records is to develop a file with an individual folder for each student. Usually this is a typical manila folder with the student's name at the top for easy reference. All work completed by the student is kept in the folder for safekeeping and future reference. In addition to completed work, each folder can contain a record sheet showing student mastery of each packet (figure 4) and some type of scheduling or planning sheet identifying the days of the month that the student will spend on each packet (figure 5). When students schedule their time, they become more aware of their own work habits and how long it will take them to master a given competency.

Figure 4. PACKETS COMPLETED

Name: ______________________________

Directions: When you finish each packet, enter the packet title, date completed, and grade received on this sheet.

Packet Title	Date Completed	Grade

Figure 5. STUDENT PLANNING CALENDAR

For the Month of September

Monday	Tuesday	Wednesday	Thursday	Friday
read packet	do activity	do activity	1 review	2 review
5 post test	6 X	7 X	8 select packet	9
12	13 X	14	15	16
19	20 X	21	22	23
26	27 X	28	29	30 X

Each pretest and posttest should be filed by packet titles and kept in the testing center for the classroom. The packet answer keys for pretests, activities, and posttests should be kept in a notebook clearly marked for ease of use.

The instructor should be aware of individual student progress. Wall charts (figure 6) are sometimes used to help identify the students' status in the total program. Individual progress charts can also be kept by the instructor. Whatever method is used, there must be frequent check points to determine how the student is doing.

Figure 6. STUDENT PROGRESS CHART-PACKETS COMPLETED

	Environment	Fire Safety	First Aid	Food Preparation	Holding/Serving	Storage	Hygiene	Storage Area	Dinnerware	Condiments	Beverage Dispensing	Housekeeping	Restrooms	Floors	Trash/Laundry	Recipe	Cutlery	Food Order	Office	Total	
Julie Brown	X	X																			
Bill Clay	X		X				X														
Jo Jacobsen	X	X																			
Betty Black	X												X	Y	X						
Jennifer Knock	X		X																		
Bob Jimeniz	X																				
Ann Moore	X																				
Irene Blue	X	X																			
Peggy David	X	X																			
Ted Rich	X	X																			
Scott Ling	X																				
Chris Jones															Y	X	X	X	X		

Evaluation

A major difference between competency-based curriculum and traditional methods of instruction is the determination of instructional success based on an established criterion rather than class norms. Students are no longer competing against each other, but rather have to meet an established standard or criterion. "Do the students perform the competency at a job entry-level?" is the question to be asked rather than "How do they perform the competency compared to the rest of the class."

Pretest will preassess student mastery of TPO. Some students may want to take the pretest. If they are at the level of the predetermined standard, they should be credited with mastery of the packet, assigned a grade, and encouraged to go on to another packet. If a student takes the pretest, yet does not achieve the stated standard, they will proceed with the packet by reading the information and completing any packet activities.

INTRODUCTION TO THE SKILLS

The food industry contains a complex maze of titles, particularly as establishments become larger or more specialized. Job categories were collapsed into their simplest form by examining a sample of typical restaurants.

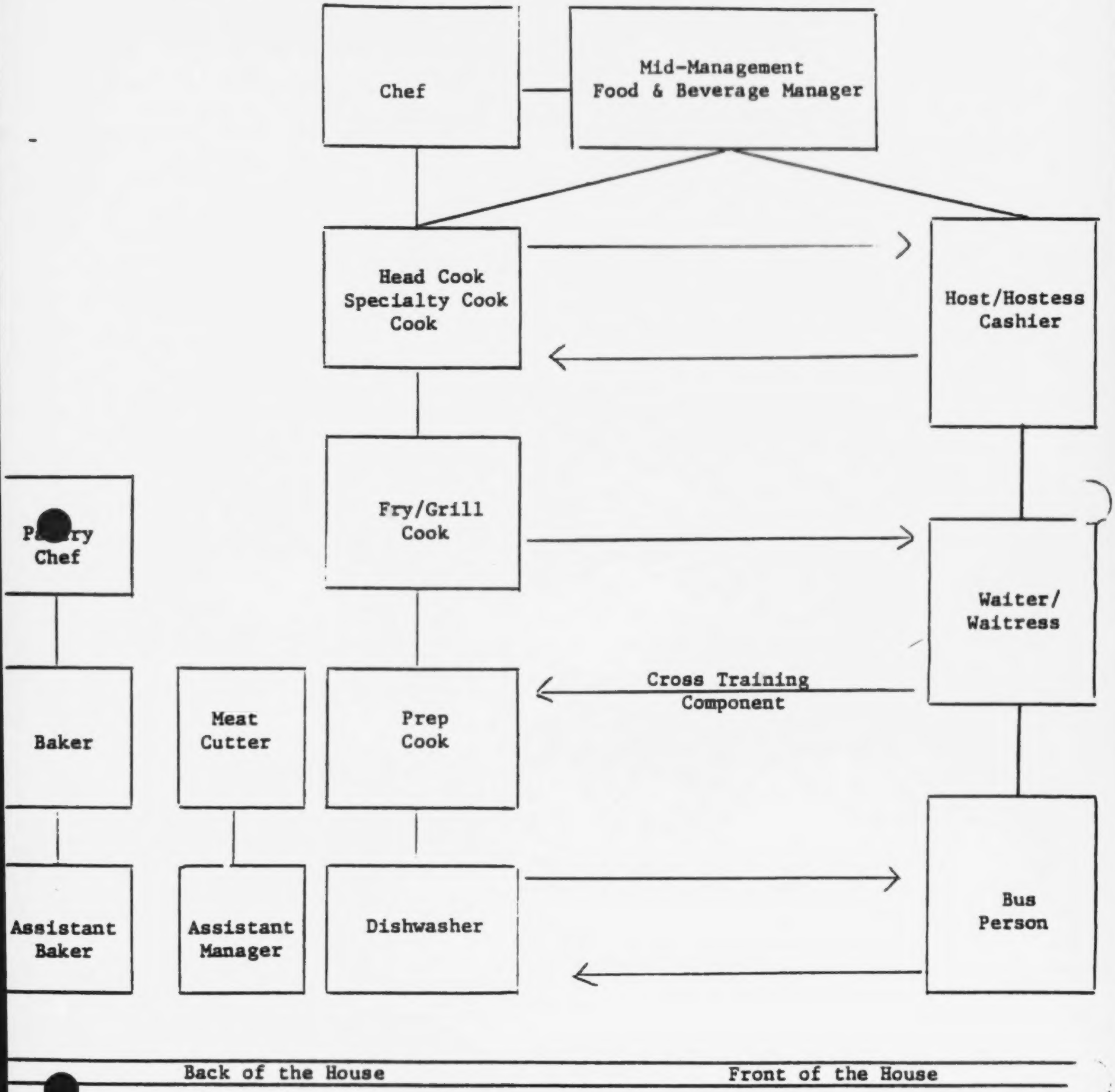
The resulting flow of skills and responsibilities progress from the common core skills belonging to the front of the house and back of the house, then track one side of the house or the other until they converge once again at the mid-management level.

Food Production Competencies are preceeded by the letter "P", while those for Food Service are preceeded by "S".

The modules have been color coded as follows for your convenience:

YELLOW------------------TPO & Materials
BLUE--------------------Pretest
WHITE-------------------Content
PINK--------------------Posttest
GREEN-------------------Answer Sheet

Figure 7. CAREER FLOW CHART FOR FOOD PRODUCTION/FOOD SERVICE


Chef
Mid-Management
Food & Beverage Manager
Head Cook
Specialty Cook
Cook
Host/Hostess
Cashier
Pastry
Chef
Fry/Grill
Cook
Waiter/
Waitress
Cross Training
Component
Baker
Meat
Cutter
Prep
Cook
Assistant
Baker
Assistant
Manager
Dishwasher
Bus
Person
Back of the House
Front of the House

FOOD PRODUCTION

Sequential Skill Progression

COMMON CORE

The Food Production Worker:

1.1 Creates a safe environment
1.2 Follows fire safety procedures
1.3 Seeks and applies first aid
1.4 Identifies personal hygiene techniques
1.5 Cleans and sanitizes restrooms
1.6 Cleans and sanitizes work and storage areas
1.7 Controls trash and performs laundry duties
1.8 Cares for floors

BACK OF THE HOUSE

Dishwasher/Kitchen Helper

The dishwasher has mastered the common core skills and:

P2.1 Identifies food handling preparation techniques
P2.2 Identifies food storage techniques
P2.3 Cleans and sanitizes:
  P2.3a dinnerware, flatware, and glassware
  P2.3b condiment dispensers and utensils
  P2.3c beverage dispensers and ice machines

Prep Cook

The prep cook has mastered the common core skills, the dishwasher/kitchen helper skills and:

P3.1 Uses and cares for knives
P3.2 Understands recipe parts, measuring procedures, and food preparation terminology
P3.3 Prepares salads:
  P3.3a fruit
  P3.3b vegetable
  P3.3c leafy
  P3.3d gelatin
  P3.3e meat and seafood
P3.4 Prepares oil and vinegar and mayonnaise based salad dressings
P3.5 Prepares garnishes, vegetable and fruit
P3.6 Prepares appetizers, relishes and dips
P3.7 Prepares breakfast meats
P3.8 Breaks down and portions chicken and shellfish
P3.9 Grinds and tenderizes meats

Fry/Grill Cook

The fry/grill cook has mastered the common core skills, the dishwasher/kitchen helper skills, prep cook skills and:

P4.1 Receives, plates, scans, and tallies order
P4.2 Prepares hot and cold sandwiches
P4.3 Prepares convenience soups
P4.4 Prepares convenience sauces
P4.5 Prepares eggs
P4.6 Prepares hot cereals and quick breads
P4.7 Prepares potatoes
P4.8 Prepares vegetables
P4.9 Identifies wholesale meats cuts
P4.10 Prepares meats by:
    P4.10a roasting
    P4.10b broiling
    P4.10c deep frying
    P4.10d Pan frying/sautéing
    P4.10e steaming/poaching

FOOD SERVICE

Sequential Skills Progression

COMMON CORE

The Food Service Worker:

1.1 Creates a safe environment
1.2 Follows fire safety procedures
1.3 Seeks and applies first aid
1.4 Identifies personal hygiene techniques
1.5 Cleans and sanitizes restrooms
1.6 Cleans and sanitizes work and storage areas
1.7 Controls trash and performs laundry duties
1.8 Cares for floors

FRONT OF THE HOUSE

Bus Person

The bus person has masterd the common core skills and:

S2.1 Identifies food holding and serving techniques
S2.2 Practices general housekeeping procedures
S2.3 Arranges tables and chairs
S2.4 Cleans and clears tables

Waiter/Waitress

The waiter/waitress has mastered the common core skills, the bus person skills and:

S3.1 Prepares beverages:
  S3.1a coffee
  S3.1b punch, hot chocolate, fruit juices/drinks
  S3.1c tea
S3.2 Reviews menus, replenishes condiments and sundries
S3.3 Folds cloth napkins
S3.4 Sets tables
S3.5 Takes and serves orders

COMMON CORE SKILLS .... CREATES A SAFE ENVIRONMENT

Job Skills:

Identify occupational safety hazards

Identify ways to correct/eliminate existing hazards

Identify food service personal safety habits

Terminal Performance Objective:

Given a request to identify and correct common safety hazards occurring in kitchens, store rooms, or dining areas, student will be able to identify hazards and identify ways to correct hazards as evidenced by completion with 100% accuracy of "Safe Environment Recording Sheet."

Given a request to identify personal safety habits that should be followed by workers in a food service establishment, student will be able to identify food service personal safety habits as evidenced by completion of "Personal Safety Habits Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Tray
4. Plates
5. Coffee mugs
6. Ketchup bottle
7. A-1 sauce bottle
8. Napkins
9. Iced teaspoon

Pretest:

Directions: Answer the following questions and perform the following skill.

1. What is OSHA? Why is it important? What does it do?

2. Every kitchen has many potential safety hazards. Identify a common hazard and way to elminate/correct the hazard for each of the following areas.

   a. falls -

   b. cuts -

   c. burns -

   d. strains -

   e. shocks -

   f. fires -

3. Load and carry a tray using a round tray, four plates, two coffee mugs, bottle of ketchup, extra napkins, A-1 sauce, and iced teaspoons. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

The Occupational Safety and Health Act

Under the 1970 Federal Occupational Safety and Health Act (OSHA), the employer is required to furnish a place of employment free of known hazards likely to cause death or injury. The employer has the specific duty of complying with safety and health standards as set forth under the act. At the same time, employees also have the duty to comply with these standards.

The basic regulations regarding food service establishments are as follows:

A. Each establishment is to have a safety training program

B. Each establishment is to have someone on the staff trained in first aid with first aid supplies readily available

(note: The Red Cross training program is acceptable)

C. Every structure or building must be provided with exits sufficient for prompt escape of occupants in case of fire or other emergencies

D. All exits will have free access and be clearly marked

E. Protective eye and face equipment is required where there is likely probability of injury that could be prevented by the equipment

Example: When using harsh cleaning chemicals such as those contained in some oven cleaners

F. Respirator is to be worn when the possibility of breathing potentially hazardous fumes exists

Example: Working on an oven with some types of oven cleaner

G. Safety-toe footwear should be worn

H. Floors should be kept clean and as dry as possible

I. Mats should be used on the dishroom floor

J. Adequate toilet facilities are to be provided

K. Location of fire extinguishers should be marked by the color red

L. Portable fire extinguishers should be readily accessible and in good working order

Activity 1:

Directions: Answer the following questions.

1. What is OSHA?

2. Why does a food service employee need to be familiar with this act?

3. List five OSHA regulations regarding food service establishments.

Directions: Read the following information.

Safety

Safety is everyone's concern. A food service facility is a potentially hazardous place. For your own and your co-workers protection, as well as your employer, you must learn to practice safety in everything you do.

Common hazards (situations that could be dangerous) in the food service facility are: falls, cuts, burns, and strains.

Falls

Prevent falls by following these rules:

- Keep floors dry
- Wipe up grease
- Keep aisles and traffic patterns clear
- Reach with a stepladder (never a chair, table or drawer)
- Wear rubber soled shoes with enclosed toes and low heels
- Look where you are going
- Identify your position to others - "moving behind you"

Cuts

Avoid cuts by following these rules:

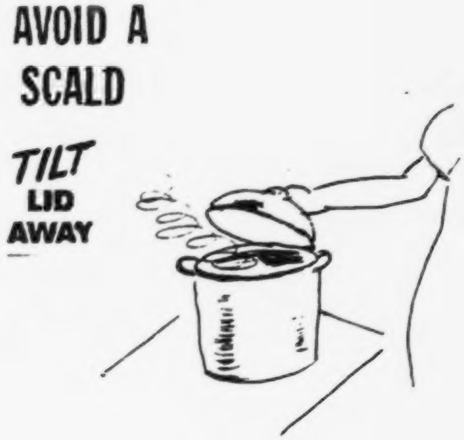
- Use only sharp knives
- Use correct knife for the job
- Never reach for a falling knife
- Knives belong in the rack , not loose in drawers
- Use a cutting board
- Knives belong on the counter , not in the dishwater

Remember, if you are cut, you must wear a plastic glove to prevent the spread of bacteria.

Burns

With care most burns can be prevented. Follow these rules:

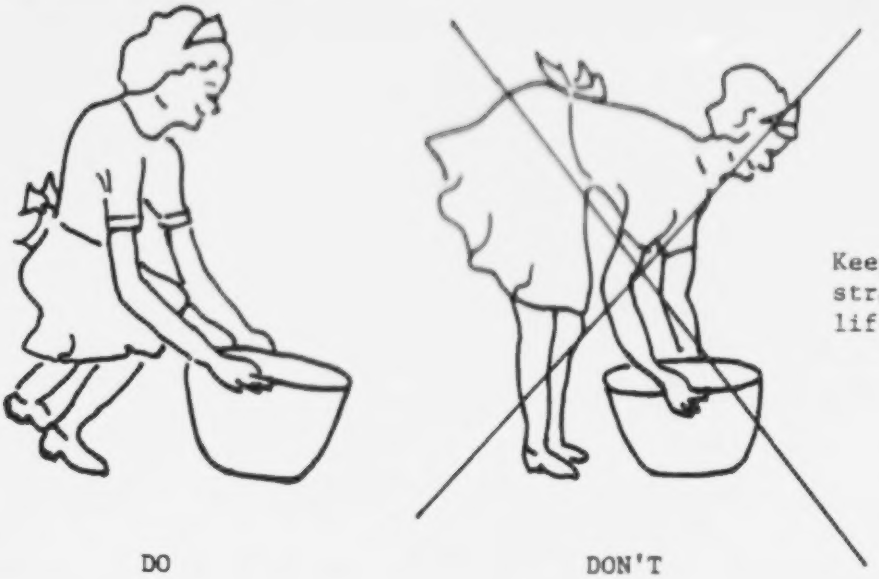
- Use hot pads (never wet dish towels)
- Keep paper and cloth away from open flame
- Slowly tilt steamy lids away from your face
- Never drop wet foods into hot fat
- Keep handles turned in away from the edge



Strains

Lift with your legs not your back. Squat with the knees (back straight, feet ten inches apart) grasp the object and stand up - keep your back straight - make your leg muscles do the work.

Avoid quick jerks or twisting motions. Don't be afraid to ask for help if the article is too heavy for you to handle.



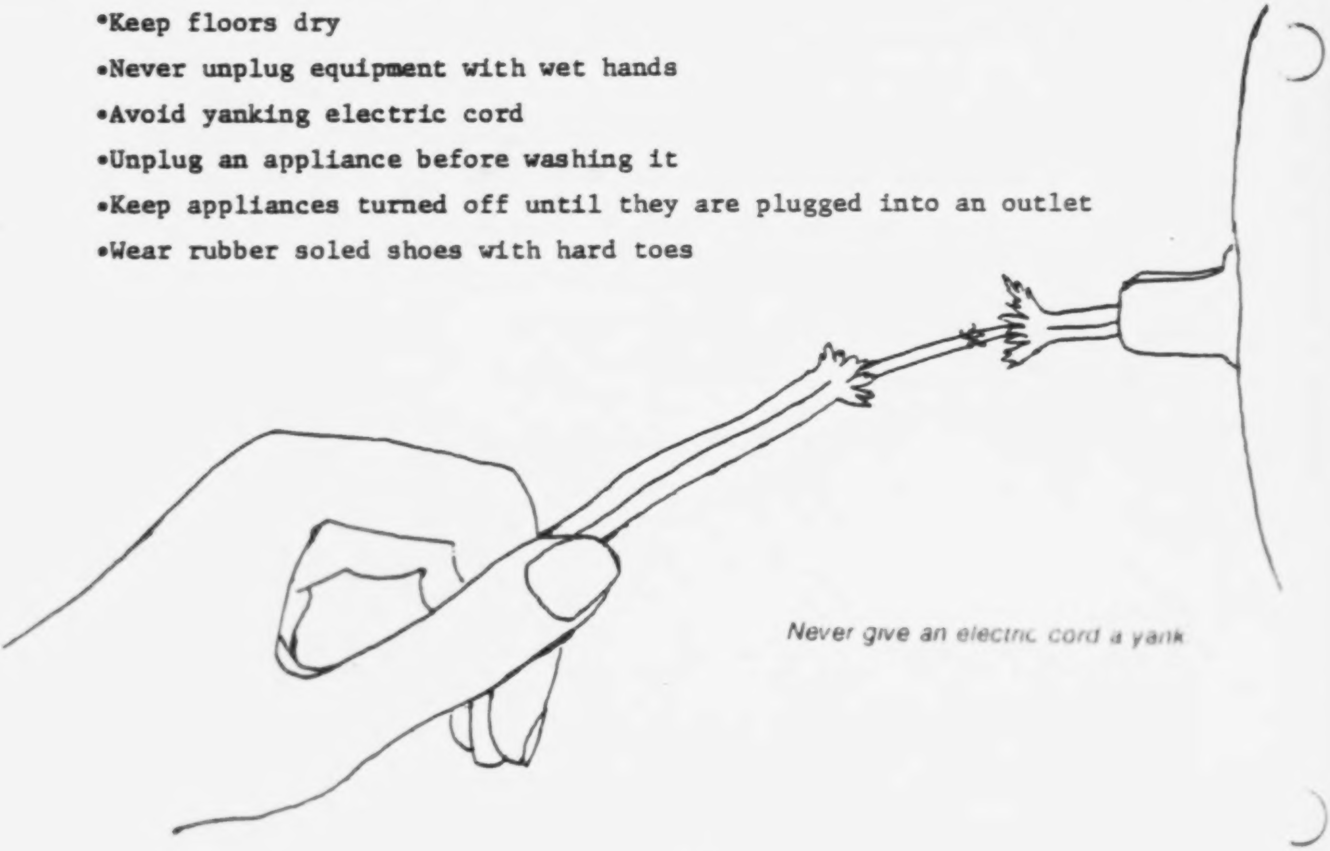
DO

DON'T

Keep your back straight when lifting.

Shocks, explosions and fires are additional potential hazards the food service employee must be aware of. Follow these rules:

- Ground all equipment
- Keep floors dry
- Never unplug equipment with wet hands
- Avoid yanking electric cord
- Unplug an appliance before washing it
- Keep appliances turned off until they are plugged into an outlet
- Wear rubber soled shoes with hard toes



Never give an electric cord a yank

- Do not overheat fat
- Use a deep fat fryer with a thermostat
- Avoid leaving hot fat unattended
- Keep grease off the floor
- Never put water on a grease fire - use a fire extinguisher and follow fire safety procedures
- Keep hoods and vents clean
- Avoid gas buildup - air oven before striking the match

Activity 2:

Directions: Answer the following questions.

Match the occupational hazard on the right with the potential harm on the left.

___1. fall
___2. cut
___3. burn
___4. strain
___5. shock
___6. fire

a. tossing cold, wet food into heated deep-fat fryer
b. bending from the waist
c. using chair to reach something on a high shelf
d. walking with knife blade held up
e. brushing hand towel over hot cook top
f. yanking electric cord from outlet

Directions: Read the following information.

COMMON SAFETY HAZARDS

Safety Hazard	Location	Ways to Correct/Eliminate
1. exposed nails on packing boxes	storeroom	When opening boxes, cartons, barrels, crates, etc., remove all nails-do not just bend them down.
2. heavy objects stored in high, ackward places	storeroom	When storing materials on shelves, always locate the heavier and bulkier materials on the lower shelves. Avoi storage on the tops of lockers or other high storage unit
3. uncovered food container	storeroom	Always keep food containers covered except when they are in actual use.
4. dust in food container	storeroom	When opening anything, be sure to keep away from food containers that could become contaminated by wire, splinters dirt, etc.
5. flammable liquids stored near water heater	storeroom	Maintain good housekeeping to reduce the hazard of fire.
6. fire extinguisher stored behind boxes and barrels	storeroom	Know where fire-fighting equipment is located and avoid use of this location for storing things that would get in the way in the event that the equipment is needed for emergency use.
7. exposed light bulbs (without guards)	storeroom	Be sure that all light bulbs have guards (covers that protect the bulbs from breaking if they are bumped).
8. no step ladder provided for reaching high shelves	storeroom	Always use adequate and safe ladders for getting materials from storage; avoid overreaching.
9. very narrow aisles, can't turn or move in storeroom	storeroom	Aisles should be wide enough for freedom of movement; clear of objects.

Safety Hazard	Location	Ways to Correct/Eliminate
10. entire kitchen floor is wet	kitchen	Keep floors dry. Many injuries occur from slipping on wet floors. When cleaning, mop and then dry mop small areas at a time. This will help eliminate falls.
11. employees running across kitchen floor	kitchen	Floors, especially tile ones, may be slippery when the weather is humid, so be careful when walking on them. Walk-never run or slide across floors.
12. spilled liquid on floor	kitchen	Keep floors dry and free of grease. Pick up things that you drop. Wipe up things that you spill. If necessary sprinkle salt on the floor to prevent slipping.
13. employees bumping into each other	kitchen	Warn people when passing behind them. Be careful going around blind corners. Always be able to see where you are going. Mark swinging doors clearly "in" or "out" on both sides.
14. fire escape route not posted	kitchen	Know the location of all fire exits. Post escape route. Instruct employees on evacuation procedures.
15. handling hot utensils with wet cloth	kitchen	Always use dry towels when handling hot utensils; wet or damp cloths tend to conduct heat.
16. lifting hot pot lids quickly	kitchen	Remove all pot lids slowly; lift them away from you so that steam does not gush out quickly, causing burns to the face and hands.
17. splashing grease on hot surface	kitchen	Avoid splashing grease on hot surfaces. Grease can igni quickly, causing fires and burns. Never throw water on grease fire; this will cause it to spread-smother it instead by using a foam fire extinguisher or a wet towel. Baking soda, in an emergency, can make a good grease fire extinguisher.

Safety Hazard	Location	Ways to Eliminate/Correct
18. sauce pan handles hanging over stove edge	kitchen	Never let handles extend over the edge of stoves. Pots and skillets can be brushed, bumped, or knocked onto the floor if handles are not pushed away from edges.
19. employee bending from the waist to lift heavy object	kitchen	When lifting, do it so that the strain is absorbed by the legs and arms, instead of by the back. Never lift anything when you are off balance. Get help in lifting or moving heavy pots or containers.
20. lighted match applied to gas filled oven	kitchen	Always place a lighted match to gas jets before gas is turned on. Ventilate oven before lighting by leaving the oven door open a few seconds, so that any accumulated gas pockets can escape.
21. fry cook drops food into fryer	kitchen	When placing food in hot grease, let the item slide in away from you so that grease will not splash on you and cause a burn. Never toss food into hot grease.
22. knife used to open a jar	kitchen	Use knives for their designated purpose, never for levers or openers.
23. knife dropped	kitchen	Keep all knife handles free of grease or other slippery materials. When using knives, pay attention to what you are doing-do not daydream. If a knife falls, do not grab for it-get out of the way. Floors can take it better than a hand or foot. Carry knives by their handles with tips pointed down and cutting edges away from the body. Never talk with a knife in your hand. If you start to gesture with a knife, it could cause a serious accident.
24. knife placed loose in drawers	kitchen	Knives should never be placed loose in drawers. Always place them in a knife rack to protect their cutting edges and workers' fingers.

Safety Hazard	Location	Ways to Eliminate/Correct
25. dull knife blades	kitchen	Always use a sharp knife. Sharp knives are safer than dull knives. Cutting is easier with a sharp knife and does not require as much pressure. Always use the right knife for each job.
26. knife blade pointed toward employee	kitchen	When cutting with any knife or cutting implement, always cut away from the body. Use a cutting board or table at all times. When cleaning a knife, keep the cutting edge turned away from the body. When slicing round objects, make sure to hold the object firmly to prevent slipping.
27. machine turned on before all parts are in place	kitchen	Never use machines until you are trained in their use. Be sure all safety devices are in place. Pull the plug before cleaning or adjusting any machine. Keep fingers, hands, spoons, bowls, knives, etc., away from moving parts. Always wait until the machine stops before removing food items. Be sure machines are in the "off" position before they are plugged in. Mixing machines should not be started until the bowl or kettle is properly placed and the beater is securely fastened.
28. employee standing in water while operating electrical equipment	kitchen	Water and electricity do not mix. Always avoid contact with water when operating electrical equipment.
29. electrical cord yanked from the socket	kitchen	When disconnecting a cord from a wall socket, pull it by the plug, never yank on the cord-you may loosen the wires that connect to the plug and get a shock.
30. employee wearing sandals	kitchen	Wear safe work shoes. Rubber heels prevent slipping; proper support provides comfort; safety toes prevent mashing or crushing of the toes. Shoelaces should be neatly laced and tied to prevent tripping.
31. employee wearing necktie	kitchen	Do not wear loose sleeves, ties, or aprons that may get caught when working with grinders, mixers, etc.

Safety Hazard	Location	Ways to Eliminate/Correct
32. broken glass in dish water	kitchen	When washing glasses of all kinds, place them upside down so that contaminates do not settle in them before they are used. If it is suspected that there is broken glass or dishware in soapy water, drain the water first, then remove the broken pieces carefully to avoid cuts.
33. serving tray overloaded and off balance	dining room	Avoid overloading trays. Carefully place dishes and containers of food on trays so that they will not slip or spill when trays are carried or moved. Place heavier plates in center.
34. hot soup handed to customer	dining room	Do not hand cups, bowls, or plates containing hot liquids or foods to customers. Place them, using a side towel, in front of customers. Warn customers when plates are hot. This will help avoid spills, burns, and other hazards to both customers and the trainee. Cups and bowls should be centered on saucers or underliners before being placed in front of customers. This helps prevent slips and spills.
35. glass broken near salad bar	dining room	Protect food from foreign substance. If an article is broken over or near food containers, report it immediately to the supervisor so that food can be removed if necessary. Always use care in handling glasses and dishes. Use a pan and brush or broom to sweep up pieces of broken glass or china. Use a dampened towel for cleaning up slivers of glass or china. Broken glass and china should never be picked up by hand.
36. soup bowl filled to the top	dining room	Avoid overfilling containers with liquids or hot foods. Make sure that edges of plates, bowls, and cups are free of food or liquid.
37. chipped china	dining room	Drinking glasses, china, and glassware that are chipped or cracked should be discarded immediately. Glass, china, and metal pots do not mix, so keep glass and china articles out of the pot-and-pan sink.

Activity 3:

Directions: Answer the following questions.

1. List three safety hazards commonly found in the storeroom and identify ways to correct or eliminate hazard.

	Hazard	Way to Correct
a.		
b.		
c.		

2. List three safety hazards commonly found in the kitchen and identify ways to correct or eliminate hazard.

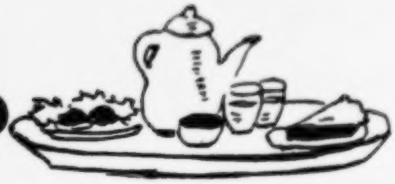
	Hazard	Way to Correct
a.		
b.		
c.		

3. List three safety hazards commonly found in the dining area and identify ways to correct or eliminate hazard.

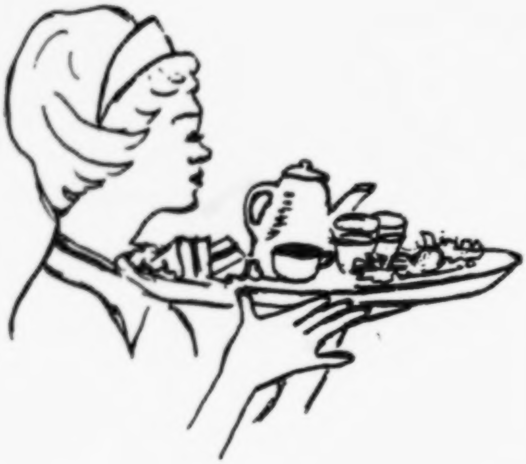
	Hazard	Way to Correct
a.		
b.		
c.		

Techniques in Tray Handling

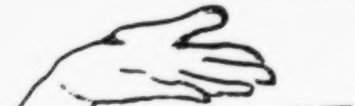
There are certain techniques that you can use in loading your trays that will add to both your efficiency and your safety.



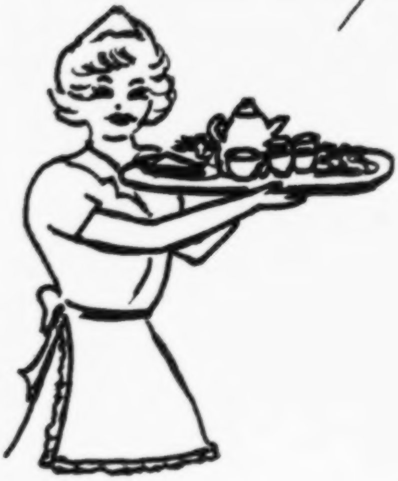
- Place heavier plates in center, lighter pieces toward edges.
- Do not place cups on saucers.
- Do not allow hot dishes to touch cold ones.
- Do not fill tea and coffee pots so full that liquid will leak from the spouts.
- Turn pot spouts in and away from plates of food so that they will not spill in the food.



- Load the tray for balance so that the items will not slip or spill. Be sure that the tray is clean.
- Carry the tray shoulder high, not at waist level. This eliminates the possibility of running the tray into a seated guest. Carrying the tray in this position forces the thighs, legs, shoulders, and arms, rather than the back to carry the weight. Also, the shoulder can be used to help carry the load if the tray is heavy.



- Keep your hand flat against the bottom of the tray.



Activity 4:

Directions: Perform the following skill.

1. Load and carry a tray using a round tray, four plates, two coffee mugs, bottle of ketchup, extra napkins, A-1 sauce, and iced teaspoon. Ask your instructor to check your skills.

Posttest 1:

Directions: Answer the following question.

Safe Environment Recording Sheet

Identify 10 common occupational safety hazards. Then, identify ways to correct/eliminate existing hazard. Use the following recording sheet.

Prescription of Occupational Safety Hazard	Location of Violation	Ways to Correct/Eliminate Existing Hazard
a.	Storeroom	
b.	Storeroom	
c.	Kitchen	
d.	Kitchen	
e.	Kitchen	
f.	Kitchen	
g.	Kitchen	
h.	Dining Room	
i.	Dining Room	
j.	Dining Room	

Posttest 2:

Directions: Answer the following questions.

Personal Safety Habits Checklist

Check your work continually to make sure these basic safety habits are followed:

	Yes	No
1. Cleans up spills immediately		
2. Checks for articles out of place on the floors; wet signs		
3. Passes others on the right side, calls out "beside you, behind you" or similar phrase to alert others		
4. Looks for obstacles before pushing doors open or rounding corners		
5. Knows the location and use of fire exits, weather stations, fire extinguishers, and overhead fire protection		
6. Reports any faulty equipment immediately		
7. Knows where the first aid kit is and how to apply minor first aid for cuts, burns and shock		
8. Is careful in the carrying and pouring of hot liquid (uses a splash guard saucer when pouring hot beverages for guests)		
9. Informs other workers when carrying or preparing hot items		
10. Handles hot containers with dry hot pads		
11. Discards all cracked or chipped glassware and china		
12. Sweeps up broken dishware immediately and disposes in proper containers		
13. Empties cigarette ashes into metal containers only		
14. Has dry hands and dry work area when using electrical tools		
15. Handles knives correctly and safely -- including use of non-skid cutting boards		
16. Dresses carefully to eliminate dangling sleeves, ties or other burnable or tangly articles from uniform		
17. Lifts heavy items using leg muscles, not the back (gets help from others, or carts, when load is beyond strength)		
18. Does not wear jewelry that could fall into guest's food		

SOURCE

Hatchett, Melvin S., Food Service, Distributive Education, The University of Texas at Austin, 1970.

Key

Pretest:

1. The Occupational Safety and Health Act protects employees, employers, and customers. The employer has the specific duty of complying with safety and health standards as set forth under the act. At the same time, employees also have the duty to comply with these standards.

2a. wet floors - mop only small areas at a time
 b. using dull knife - sharpen knives often, use chopping board
 c. using wet cloth to handle hot pots - use dry cloth large enough to cover hand
 d. bending from waist - bend with knees and use legs, never bend over from the waist to pick up heavy objects
 e. pulling cord from outlet - don't yank cord from outlet, gently remove plug
 f. grease fire - use fresh oil, never leave unattended, use thermostat to regulate temperature

3. instructor's satisfaction

Loading and Carrying Tray Checklist

	Yes	No
a. Places heavier objects in center	___	___
b. Keeps hot items from touching cold items	___	___
c. Loads tray for balance so items will not slip or spill	___	___
d. Carries tray shoulder high using flat hand	___	___

Activity 1:

1. A federal act - Occupational Safety and Health Act - pertains to safety and health of food service operations.

2. Both employee and employer are responsible to uphold the regulations which protects the safety and health of customers, employees, and employers. The employer has the specific duty of complying with safety and health standards as set forth under the act. At the same time, employees also have the duty to comply with these standards.

3a. safety - toe footwear should be worn
 b. location of fire extinguishers should be marked by the color red
 c. must have emergency exits
 d. must have adequate toilet facilities
 e. mats should be used on dishroom floor

Activity 2:

1. c
2. d
3. a
4. b
5. f
6. e

Activity 3:

1a. storeroom crowded - move some materials to another location

b. heavy objects on high shelves - move objects to low shelf, use ladder if necessary

c. exposed nails on packing boxes - remove all nails immediately, don't just bend them down

2a. wet floor - wipe up spills right away

b. using wet cloth to handle hot pots - use dry cloth, short enough so it does not tangle across oven flames

c. lifting heavy pot by bending from the waist - use legs and knees not back

3a. spilled hot liquid on customer - never hand hot soups, other liquids to customers, place them on the table in front of customer

b. broken glass in butter - always discard any food from area where glass was broken

c. tray dropped - load tray with heavy objects in the center

Activity 4:

1. Instructor's satisfaction

Loading and Carrying Tray Checklist

	Yes	No
a. Places heavier objects in center	___	___
b. Keeps hot items from touching cold items	___	___
c. Loads tray for balance so items will not slip or spill	___	___
d. Carries tray shoulder high using flat hand	___	___

Posttest 1:

Using "Safe Environment Recording Sheet," student identifies ten occupational hazards and identifies way to correct/eliminate hazards with 100% accuracy (see "Common Safety Hazards" chart in the packet for possible answers).

Posttest 2:

Using "Personal Safety Habits Checklist," student identifies personal safety habits.

COMMON CORE SKILLS . . . . FOLLOWS FIRE SAFETY PROCEDURES

Job Skills:

Classify types of fires

Extinguish fires

Report fires

Identify fire drill procedures

Terminal Performance Objective:

Given a description of common fires that occur in food service facilities, the student will be able to classify type of fire and extinguish fire. Also, student will be able to identify procedures for reporting fires, as well as evacuating employees and customers from food service facilities as evidenced by completion, with 100% accuracy, of "Fire Safety Procedures Recording Sheet."

Materials Needed:

1. This packet
2. Pen or pencil
3. Fire extinguisher

Pretest:

Directions: Answer the following questions and perform the following skill activity.

Match the type of fire on the left with the example on the right.

___1. Class A
___2. Class B
___3. Class C

a. burning dish towel
b. smoking electric motor
c. grease fire

4. Extinguish a grease fire. Ask your instructor to check your skills.

5. List 3 safety habits you follow to promote fire safety.

   a.
   b.
   c.

6. A dish towel has caught fire in the kitchen. Identify the type of fire this is and outline extinguishing procedures.

7. You must evacuate customers and employees from the "dish towel fire" (in question 6). Outline evacuation procedures.

Contents:

Directions: Read the following information.

Types of Fires

Fires are classified into four basic types; Class A, Class B, Class C, and Class D. The extinguisher to be chosen to put out a fire is dependent upon the type of fire.

1. Class A Fires - these fires occur in ordinary combustible materials such as wood, paper, and rags. Such fires may occur in storerooms and dining areas.
2. Class B Fires - these fires occur with flammable liquids such as grease, gasoline, oil, and paint. Such fires may occur in the kitchen or maintenance department.
3. Class C Fires - these fires occur in or near electrical equipment. Such fires may occur in motors or other electrical equipment.
4. Class D Fires - these fires occur with combustible metals like aluminum, and are highly improbable in restaurants.

Activity 1:

Directions: Match the type of fire on the left with the example on the right.

___1. Class A
___2. Class B
___3. Class C

a. burning dish towel
b. smoking electric motor
c. grease fire

Directions: Read the following information.

PORTABLE FIRE EXTINGUISHERS

TYPES AVAILABLE BY CLASSIFICATION ★

CLASS A FIRES . . . ordinary combustible materials, such as wood, cloth, paper, rubber, and many plastics.

CLASS B FIRES* . . . flammable liquids/ gases, and greases.

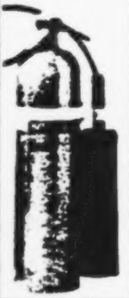
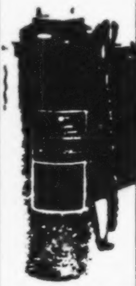
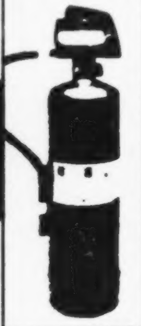
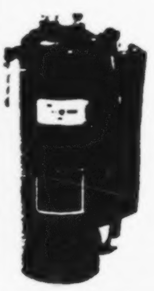
CLASS C FIRES . . . energized electrical equipment where the electrical nonconductivity of the extinguishing media is of importance.

CLASS D FIRES . . . combustible metals, such as magnesium, titanium, zirconium, sodium and potassium.

★ NOTE: **Only** Dry Chemical types effective on **pressurized** flammable gases/liquids: for deep fat fryers, Multipurposes A/B/C dry chemicals NOT acceptable.

▲ NOTE: Protection required below 40°F

	A					
	WATER TYPES		**MULTIPURPOSE DRY CHEMICAL**		**AFFF FOAM**	**HALON 1211**
	STORED PRESSURE	**PUMP TANK**	**STORED PRESSURE**	**CARTRIDGE OPERATED**	**STORED PRESSURE**	**STORED PRESSURE**
	▲	▲				
SIZES AVAILABLE	2½ Gal.	2½ and 5-Gal.	2½-30 lb. ALSO Wheeled 150-350 lb.	5-30 lb. ALSO Wheeled 50-350 lb.	2½ Gal. ALSO Wheeled 33 Gal.	9 to 22 lb.
HORIZONTAL RANGE (APPROX.)	30 to 40 ft.	30 to 40 ft.	10-15 ft., (Wheeled-15-45 ft.)	10-20 ft., (Wheeled-15-45 ft.)	20-25 ft., (Wheeled-30 ft.)	14 to 16 ft.
DISCHARGE TIME (APPROX.)	1 Min.	1 to 3 Min.	8-25 Sec., (Wheeled-30-60 Sec.)	8-25 Sec., (Wheeled-20-60 Sec.)	50 Sec., (Wheeled-60 Sec.)	10 to 18 Sec.

A/B	B/C				A/B/C			D
AFFF FOAM	**CARBON DIOXIDE**	**DRY CHEMICAL TYPES**		**HALON 1211**	**MULTIPURPOSE DRY CHEMICAL**		**HALON 1211**	**DRY POWDER**
STORED PRESSURE	**SELF EXPELLING**	**STORED PRESSURE**	**CARTRIDGE OPERATED**	**STORED PRESSURE**	**STORED PRESSURE**	**CARTRIDGE OPERATED**	**STORED PRESSURE**	**CARTRIDGE OPERATED**
								
2½ Gal. ALSO Wheeled 33 Gal.	5-20 lb. ALSO Wheeled 50-100 lb.	2½-30 lb. ALSO Wheeled 150-350 lb.	4-30 lb. ALSO Wheeled 50-350 lb.	2 to 22 lb.	2½-30 lb. ALSO Wheeled 150-350 lb.	5-30 lb. ALSO Wheeled 50-350 lb.	9 to 22 lb.	30 lb. ALSO Wheeled 150-350 lb.
20-25 ft., (Wheeled-30 ft.)	3-8 ft., (Wheeled-10 ft.)	10-15 ft., (Wheeled-15-45 ft.)	10-20 ft., (Wheeled-15-45 ft.)	10 to 16 ft.	10-15 ft., (Wheeled-15-45 ft.)	10-20 ft., (Wheeled-15-45 ft.)	14 to 16 ft.	5 ft., (Wheeled-15 ft.)
50 Sec., (Wheeled-60 Sec.)	8-15 Sec., (Wheeled-8-30 Sec.)	8-25 Sec., (Wheeled-30-60 Sec.)	8-25 Sec., (Wheeled-20-60 Sec.)	8 to 18 Sec.	8-25 Sec., (Wheeled-30-60 Sec.)	8-25 Sec., (Wheeled-20-60 Sec.)	10 to 18 Sec.	20 Sec., (Wheeled-150 lb. 70 Sec., 350 lb. 1¾ Min.)

Using Fire Extinguishers

Each type of extinguisher is slightly different to operate. Become familiar with the type of fire extinguisher in your food service facility. Your extinguisher should be conspicuously located where it will be readily accessible.

Pressurized Water

Pull the pin and gently and evenly squeeze the handle grip. Direct the stream at the base of the flame.

Soda Acid

Turn this extinguisher upside down. Then direct the stream at the base of the flame.

Foam

Turn extinguisher upside down. Move the stream direction across the burning object, not straight at the fire.

Carbon Dioxide

Stand 6 to 8 feet from the fire. Pull the ring on the side of the handle and release the horn. Grasp insulated handle while squeezing the handle grip. Direct the horn at the base of the fire.

Multipurpose Dry Chemical

Squeeze handle grip and direct the discharge directly at the base of the flame.

Activity 2:

Directions: Perform the following skill activity.

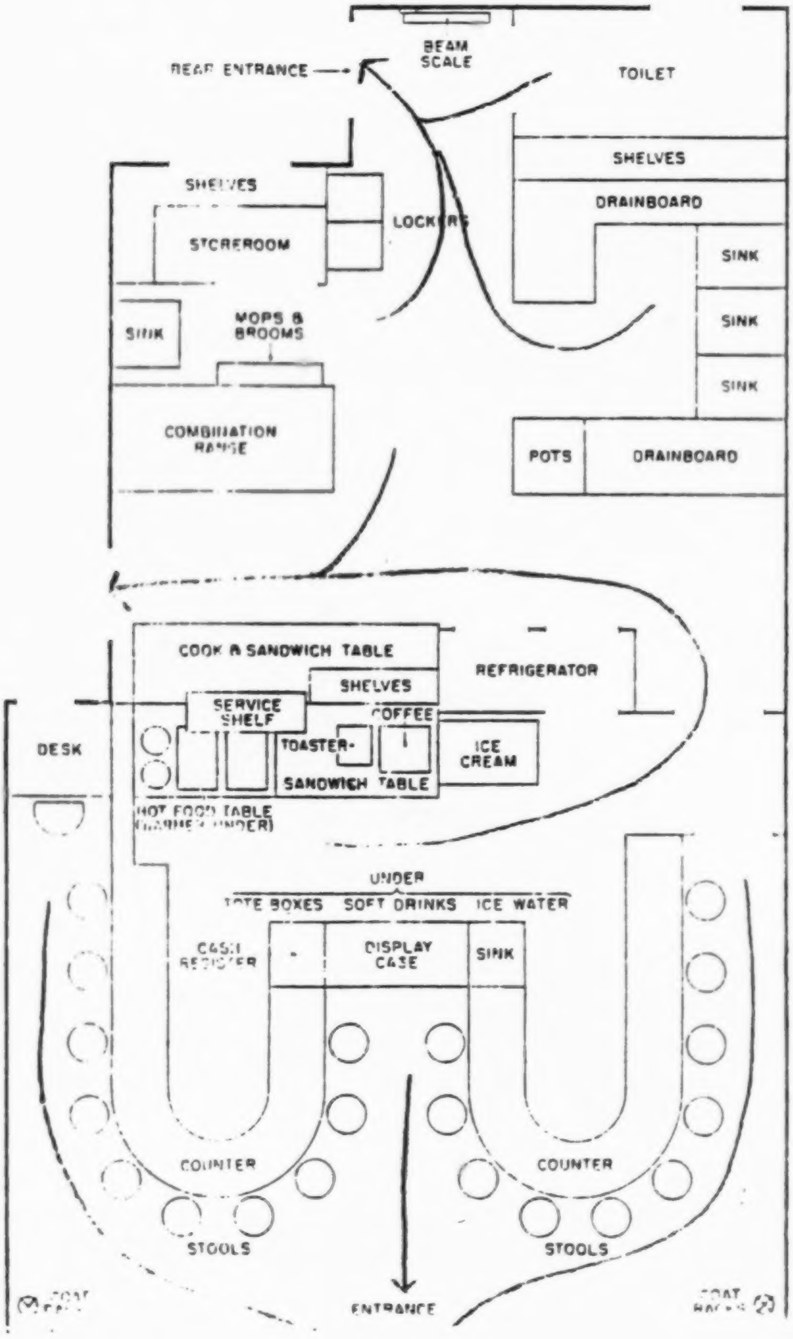
1. Extinguish a grease fire using the extinguisher in your food service facility. Ask your instructor to check your skills.

Directions: Read the following information.

Fire Drill Procedures

Every manager of a food service establishment must hold regular fire drills and post an emergency escape plan. During a fire drill, each employee must quickly leave their job and exit according to the posted emergency escape plan. Employees must remain calm and closely follow each instruction from the manager/supervisor.

This is a typical emergency escape plan for a coffee shop.


REAR ENTRANCE
BEAM SCALE
TOILET
SHELVES
DRAINBOARD
SHELVES
STOREROOM
LOCKERS
SINK
SINK
MOPS & BROOMS
SINK
SINK
COMBINATION RANGE
POTS
DRAINBOARD
COOK & SANDWICH TABLE
REFRIGERATOR
SHELVES
SERVICE SHELF
COFFEE
DESK
TOASTER
ICE CREAM
SANDWICH TABLE
HOT FOOD TABLE (WARMER UNDER)
UNDER
TOTE BOXES
SOFT DRINKS
ICE WATER
CASH REGISTER
DISPLAY CASE
SINK
COUNTER
COUNTER
STOOLS
STOOLS
COAT RACKS
ENTRANCE
COAT RACKS

Pictorial Source: Hatchett, Melvin S., FOOD SERVICE, Distributive Education, Instructional Materials Laboratory, Division of Extension. The University of Texas at Austin, 1970.

Directions: Read the following information.

Reporting Fires

Should a kitchen fire occur, notify your supervisor at once. Keep yourself and others calm. If necessary, follow the posted emergency escape plan. Then, call the fire department. Try to cut off the air supply to the fire by using your fire extinguisher. This will help control the blaze until the fire department arrives.

Activity 3:

Directions: Many fires can be prevented. Use this checklist to assess your safety habits.

Fire Safety Checklist

Answer "yes" or "no" to each of the following.

		Yes	No
1.	know where fire extinguisher is located	___	___
2.	know how to operate fire extinguisher	___	___
3.	report unsafe situations or practices to supervisor	___	___
4.	follow cleaning schedule for equipment and facilities	___	___
5.	keep equipment in good working order	___	___
6.	never put water or moist foods in hot grease	___	___
7.	store cold fats away from flames	___	___
8.	smoke only in designated areas	___	___
9.	keep matches in closed containers	___	___
10.	light matches before turning on gas jets	___	___
11.	report any gas leaks to supervisor	___	___
12.	turn off all open fires when not in use	___	___
13.	use dry pot holders	___	___

Posttest:

Directions: Answer the following questions.

Fire Safety Procedures Recording Sheet

For each of the following fires, identify type of fire and outline procedures for extinguishing fire.

	Type	Extinguishing Procedures
1. A fry pan has caught on fire - large flames are shooting into the air.		
2. A towel (used for removing hot pots from the cook top) has caught fire - it was dropped on the floor.		
3. The cord to the electric mixer has shorted - sparks are flying everywhere and large, black clouds of smoke are forming.		

4. Outline procedures for reporting and evacuating customers and employees from a food service facility fire.

SOURCE

Safety Operations Manual, National Restaurant Association, Chicago, Illinois, 1981.

Key

Pretest:

1. a
2. c
3. b
4. Instructor's satisfaction

Foam Fire Extinguisher Checklist

		Yes	No
a.	locates extinguisher	____	____
b.	carries to fire	____	____
c.	turns upside down	____	____
d.	directs stream across burning object	____	____

5. a. light matches before turning on gas jets
   b. turns off all open fires when not in use
   c. never puts water on hot grease

6. Class A - locate pressurized water extinguisher, carry to fire, pull pin, squeeze handle grip, direct stream at base of flame.

7. Remain calm. Quickly and efficiently tell everyone to leave. Identify emergency exits and check to see that each person has followed your directions. Then call the fire department. Try to cut off the air supply to the fire while you wait for help.

Activity 1:

1. a
2. c
3. b

Activity 2:

1. Instructor's Satisfaction

Foam Fire Extinguisher Checklist

		Yes	No
a.	locates extinguisher	____	____
b.	carries to fire	____	____
c.	turns upside down	____	____
d.	directs stream across burning object	____	____

Activity 3:

Instructor's satisfaction

Posttest:

1. Class B - locate foam fire extinguisher, carry to fire, turn upside down, direct stream across burning object.

2. Class A - locate pressurized water fire extinguisher, carry to fire, pull pin, squeeze handle grip, direct stream at base of flame.

3. Class C - (same as Class B in question 1, posttest).

4. Remain calm. Quickly and efficiently tell everyone to leave. Identify emergency exits and check to see that each person has followed your directions. Then call the fire department. Try to cut off the air supply to the fire while you wait for help.

1.3

COMMON CORE SKILLS...... SEEKS AND APPLIES FIRST AID

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Seek first aid for heart attack victims

Seek first aid for blocked airway victims

Apply first aid for minor cuts, burns, falls, and foreign objects in eyes

Terminal Performance Objective:

Given a hypothetical first aid situation involving customers or employees student will be able to seek first aid for heart attack victims and blocked airway victims as evidenced by completion with 100% accuracy of "Applying First Aid Sheet."

Given a hypothetical first aid situation involving customers or employees student will be able to outline appropriate first aid procedures for minor cuts, burns, falls, and foreign objects in eyes as evidenced by completion with 100% accuracy of "Applying First Aid Sheet."

Materials Needed:

1. This packet
2. Pen or pencil

Pretest:

Directions: Answer the following questions.

1. A customer suddenly complains of chest pain and shortness of breath. What should you do?

2. While eating chicken, a customer suddenly stops breathing--he's turning blue. What should you do?

Match the treatment on the right with the problem on the left.

___3. minor cut
___4. minor burn
___5. minor fall
___6. foreign object in eye

a. apply ice packs
b. apply direct pressure - clean and dress
c. use ice
d. use eye wash

Determine if you should treat each of these problems. If you should treat the problem, mark the blank with a "T"; if it is a medical emergency and expert assistance is needed, mark the blank with an "E".

___ 7. persistent vomiting after a fall
___ 8. a cold, blue or numb limb resulting from a fall
___ 9. arm is bright red after spilling hot water
___10. wound stops bleeding when pressure applied

Contents:

Directions: Read the following information.

Report Accidents

All accidents, minor and major, must be immediately reported to your supervisor. Additionally, illness of guests or employees must also be reported. With your assistance, your supervisor will complete the necessary report forms.

First Aid Supplies

Know the location of first aid supplies. A minimum list will include:

- small adhesive bandages
- sterile gauze
- adhesive tape
- hydrogen peroxide (3%)
- butterfly bandages
- steri-stips
- ice pack
- boric acid

Check to see that these supplies are replenished as needed.

Seek First Aid for Heart Attack Victim

A heart attack may be suspected if the victim exhibits: chest pain associated with shortness of breath; irregular pulse; sweat or dizziness; or severe pain.

To seek aid for a heart attack victim, dial the nearest emergency facility. Clearly communicate your name and where they may reach you. In a large food service facility, station someone on the street to direct the emergency crew to the victim. The ambulance will bring with it a trained team of health professionals with oxygen and other lifesaving resuscitation equipment.

Minor Cut

Controlling Bleeding

Most cuts will stop bleeding if pressure is applied to the wound. Unless the bleeding is obviously minor, a wound that continues to bleed despite the application of pressure requires attention in order to prevent unneccessary loss of blood. Thus, the most important part of first aid for wounds is the application of pressure directly to the wound.

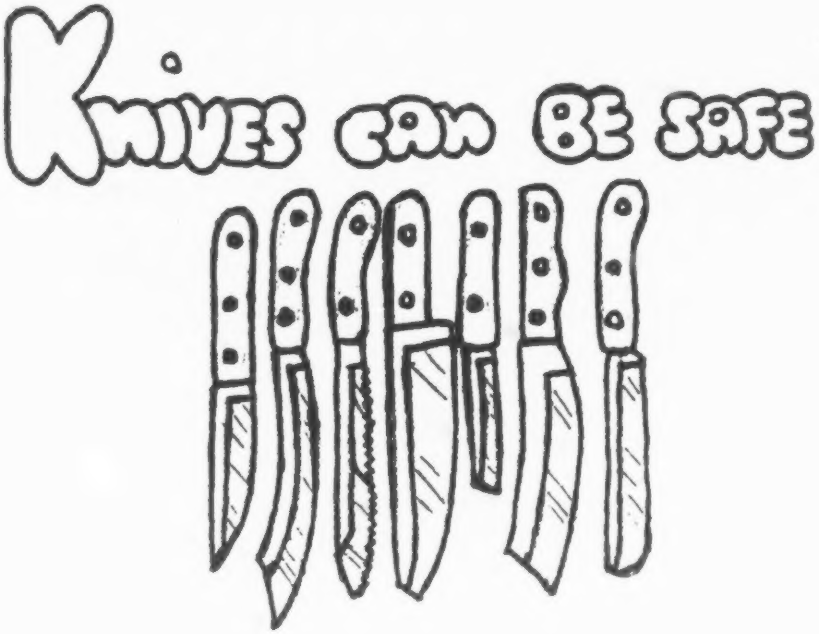
___1. bleeding cannot be controlled with pressure
___2. inability to move fingers
___3. the cut won't close without stitches

Treatment for Minor Cuts

Cleanse the wound. Soap and water will do, but be vigorous. Hydrogen peroxide (3%) may also be used. Make sure that no dirt, glass, or other foreign material remains in the wound.

The edges of a minor cut can usually be held together by "butterfly" bandages or, preferably, "steri-strips"--stips of sterile paper tape. Apply either of these bandages so that the edges of the wound join without "rolling under."

Change the bandage daily especially if it becomes wet. However, minor cuts, usually need to be bandaged for only a day or so.



Minor Burn

How Bad is the Burn?

Burns are classified as first, second, or third degree, according to the depth of the burn. First-degree burn are superficial and cause the skin to turn red. A sunburn is usually a first-degree burn. Second-degree burns are deeper and result in splitting of the skin layers or blistering. Scalding with hot water is a common instance of a second-degree burn. Third-degree burns destroy all layers of the skin and extend into the deeper tissues. They are painless at the time of the accident because nerve endings have been destroyed. Charring of the burned tissue is usually present.

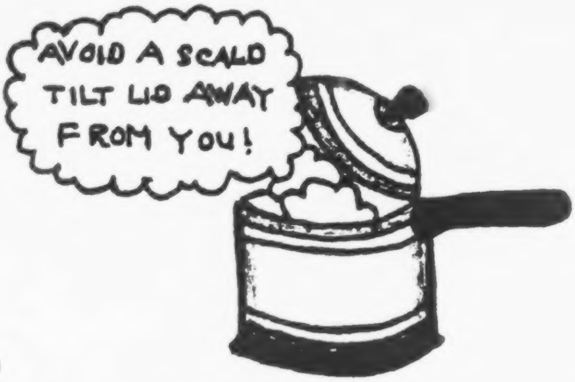
Can I treat this burn? A physician is needed _if_:

___1. a second-degree burn covers an area larger than the patient's hand
___2. a second-degree burn involves the face or hand
___3. a third-degree burn occurs

Treatment for Minor Burns

Apply cold water or ice immediately. This reduces the amount of skin damage caused by the burn and also eases pain. The cold should be applied for at least five minutes and continued until pain is relieved or for one hour, whichever comes first. Be careful not to apply cold so long that the burned area turns numb, since frostbite can occur!

Blisters should not be broken. If they burst by themselves, as they often do, the overlying skin should be allowed to remain as a wet dressing.

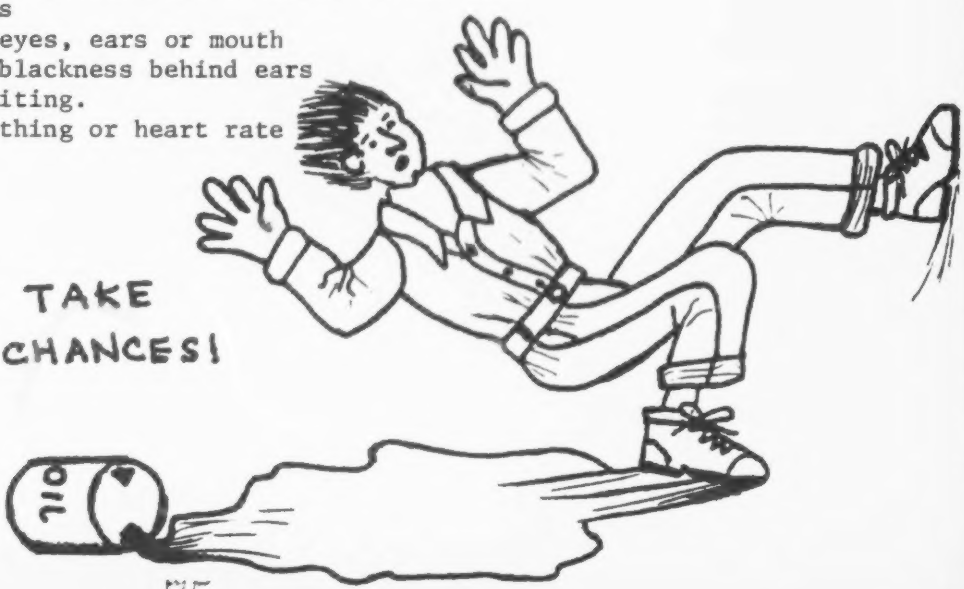

AVOID A SCALD TILT LID AWAY FROM YOU!

Minor Falls

Falls can cause serious accidents in the food service facility. Carelessness caused by wet floors and aisles, spilled food or grease, and torn mats or warped floor boards can result in needless injury to customers and employees.

Can I treat this fall? Contact a physician _if_:

___1. a cold, blue or numb limb
___2. injured person is sweaty, pale, dizzy or thirsty
___3. a great deal of bleeding and bruising in one area
___4. visual problems
___5. bleeding from eyes, ears or mouth
___6. black eyes or blackness behind ears
___7. persistent vomiting.
___8. irregular breathing or heart rate



Treatment for Minor Fall

Apply ice packs. The immediate application of cold will help to decrease swelling and any inflammation. Encourage injured person to remain still until he/she feels like moving again.

Foreign Object in Eye

Occassionally a foreign object may fly into the employee's eye. If it is not a metal splinter, the injury is probably minor and can be treated by a simple eye wash.

Can I treat this eye problem? Contact a physician if:

___1. foreign body remains after eye washing
___2. blood in the eye
___3. problems with vision

Treatment for Minor Object in Eye

Be gentle. Wash the eye out. Water is good; a weak solution of boric acid is even better. Do not rub the eye. If needed, an eye patch, made from gauze and tape, will further relieve pain.

Activity 1:

Directions: Answer the following questions.

1. A customer suddenly complains of chest pain and shortness of breath. What should you do?

2. While eating chicken, a customer suddenly stops breathing--he's turning blue. What should you do?

Match the treatment on the right with the problem on the left.

___ 3. minor cut
___ 4. minor burn
___ 5. minor fall
___ 6. foreign object in eye

a. apply ice packs
b. apply direct pressure - clean and dress
c. use ice
d. use eye wash

Determine if you should treat each of these problems. If you should treat the problem, mark the blank with a "T"; if it is a medical emergency and expert assistance is needed, mark the blank with an "E".

___ 7. persistent vomiting after a fall
___ 8. a cold, blue, or numb limb resulting from a fall
___ 9. arm is bright red after spilling hot water
___10. wound stops bleeding when pressure applied

Posttest:

Directions: Answer the following questions.

Applying First Aid Sheet

For each of the following situations, outline appropriate first aid procedures.

Situation	Procedures
1. Minor cut on hand	
2. Minor burn on arm	
3. Slips on a wet floor, falls and sustains a bruise	
4. Foreign object caught in eye	
5. You suspect heart attack - a customer suddenly complains of chest pain and shortness of breath	
6. While eating chicken, a customer stops breathing--he's turning blue	

Key

Pretest:

1. Dial nearest emergency facility. Tell them of the possible heart attack. Assist health professionals in locating and transporting victim.

2. Don't slap or hit the customer on the back. Administer Heimlich maneuver.

3. b
4. c
5. a
6. d

7. E
8. E
9. T
10. T

Activity 1:

1. Dial nearest emergency facility. Tell them of the possible heart attack. Assist health professionals in locating and transporting victim.

2. Don't slap or hit the customer on the back. Administer Heimlich maneuver.

3. b
4. c
5. a
6. d

7. E
8. E
9. T
10. T

Posttest:

1. Apply pressure to stop bleeding. Wash wound with hydrogen peroxide (3%). Bandage as needed.

2. Apply ice for five minutes or until pain subsides. Do not allow area to become numb.

3. Apply ice pack to bruise.

4. Gently wash eye. Do not rub. Patch if needed.

5. Dial nearest emergency facility. Tell them of possible heart attack. Assist health professionals in locating and transporting victim.

6. Don't slap or hit the customer on the back. Administer Heimlich maneuver.

1.4

COMMON CORE SKILLS .... IDENTIFIES PERSONAL HYGIENE TECHNIQUES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Identify standards of personal hygiene

Terminal Performance Objective:

Given a description of a situation in which a food service employee is getting ready for work at a local food service facility, the student will be able to identify standards of personal hygiene as evidenced by completion, with 100% accuracy, of "Personal Hygiene Sheet."

Materials Needed:

1. This packet
2. Pen or pencil
3. Soap
4. Paper towels

Pretest:

Directions: Answer the following question.

It was almost time for Sam to go to work at the local food service establishment down the street. He didn't realize how late it was, so he didn't have time to shower. As he was getting ready, he realized he was out of deodorant so he used an extra spray of cologne to cover the odor.

Now he was ready for his uniform, when he realized the only uniform he had was the one with catsup spots on the front, but he didn't have time to waste so he wore it anyway.

He finally arrived at work only to realize that he had forgotten his comb and his shoes were scoffed.

1. Help Sam by listing standards of personal hygiene he should have observed.

Contents:

Directions: Read the following information.

Personal Hygiene

The employee has the responsibility to keep himself/herself and his/her work station clean, as well as to follow the standard rules of everyday personal hygiene.

Activity 1:

Directions: Check your standards of personal hygiene by completing this checklist.

Personal Hygiene Checklist

		Yes	No
1.	Are you in good health? A healthy person feels energetic, sleeps well, and performs his work without undue fatigue.		
2.	Do you practice personal cleanliness by: Taking a bath or shower daily?		
	By using a deodorant?		
	Washing your hair at least once a week and keeping it neat?		
	Keeping nails clean, neat, and well-trimmed (no nail polish)?		
	Wearing clean undergarments daily?		
3.	Are you dressed for work? Hair brushed and combed?		
	Wearing a hairnet? (women or men with long hair)		
	Wearing a cap? (men)		
	With clean, comfortable shoes (no slippers)?		
	In a clean uniform?		
	With clean hands and fingernails?		
4.	Do you scratch your head or other parts of your body?		
	Do you arrange your hair?		
	Do you stroke your mustache?		
	Do you pick your pimples?		
5.	Do you wash your hands if you accidentally do any of the things in #4?		
6.	Do you wash your hands frequently and every time after you perform any of the following activities?		
	Visit the toilet?		

Personal Hygiene Checklist (continued)

	Yes	No
Cough or sneeze into your hands or handkerchief?	___	___
Smoke? (The saliva from the butt of the cigarette or cigar will contaminate the hands.)	___	___
Handle boxes, crates, packages, and other soiled articles?	___	___
Handle raw meat, poultry, shelled eggs, fish, or shellfish?	___	___
Handle garbage?	___	___
Handle money?	___	___
Handle anything soiled?	___	___
7. Do you lick food from your fingers?	___	___

Activity 2:

Directions: Answer the following questions.

Identify personal hygiene standards each of the following employees should follow.

1. Jean was late for work. She put her hair under the net just as she reached the fryer to begin her work.

2. During her lunch break, Jennifer had to use the restroom. When she found there was no towel, she used her apron instead.

3. It was Fred's turn to check the temperature of the food on the hot table. He stuck his finger in the center of the soup and it was hot.

4. Pete had a nasty cut on his hand, but told his boss he'd cover it with a bandage before he began serving potato chips in the cafeteria line.

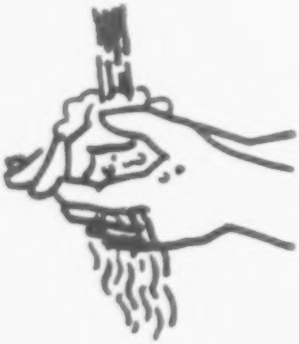
5. Bill had a ten minute break before the next rush came through the cafeteria line, so he decided to have a quick cigarette.

6. Chris had a pimple on her chin. She decided to pop it before serving water to her customer.

Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Brunswick, New Jersey, 1971 .

Directions: Read the following information.

Hand washing



One of the most effective ways to curb the spread of bacteria is frequent, thorough hand washing. A food service employee is constantly in contact with food and utensils which hold food that will eventually be eaten by others. Hands must be washed before starting work and after using the toilet or at any other time when hands become soiled or contaminated.

Activity 3:

Directions: Perform the following skill activity.

1. Wash your hands. Ask your instructor to check your skills.

Posttest:

Directions: Answer the following questions.

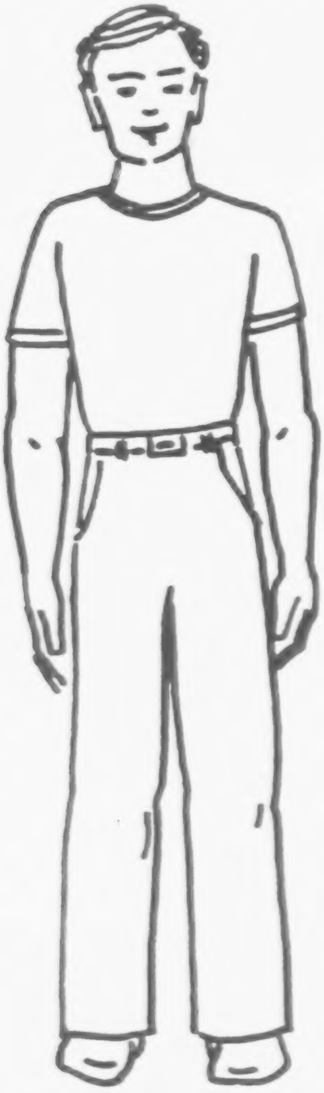
Personal Hygiene Sheet

Identify six standards of personal hygiene for this food service employee.

1.____________________

2.____________________

3.____________________



4.____________________

5.____________________

6.____________________

SOURCES

Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Brunswick, New Jersey, 1971

Abrahamson, Donna and Wilson, Carol, Criterion Referenced Tests: Sanitation-Food Service Occupations.

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Job Skills: Waiter/Waitress, Jobs for Arizona Graduates, Arizona Department of Education, Phoenix, Arizona, 1982.

84

Key

Pretest:

1. shower daily
   use deodorant
   use colognes moderately
   clean uniform
   well groomed
   polished shoes

Activity 1:

Instructor's satisfaction

Activity 2:

1. Wash hands before beginning work
2. Use paper towels to dry hands
3. Always use a tasting spoon
4. Open sores carry bacteria - never serve foods with cuts and sores
5. Smoke in proper area - always wash hands after smoking
6. Wash hands

Activity 3:

Instructor's satisfaction

Hand Washing Checklist

	Yes	No
a. Wet hands	___	___
b. Apply soap under nails	___	___
c. Apply soap between finger joints	___	___
d. Wash by using rotating motion	___	___
e. Rub hands together	___	___
f. Wash 2"-3" above wrist	___	___
g. Wash up to elbow	___	___
h. Use interdigital motion	___	___
i. Wash palm of hand for minimum of 30 seconds	___	___
j. Rinse well	___	___
k. Dry well	___	

Posttest:

1. Good general health - rested, free from illness
2. Well groomed - clean hair and nails
3. Clean shaven - pleasant body odor
4. Proper uniform - clean
5. Polished shoes, cap worn
6. Washed hands

1.5

COMMON CORE SKILLS . . . . CLEANS AND SANITIZES RESTROOMS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Clean and sanitize restrooms

Terminal Performance Objective:

Given a soiled restroom with one toilet, one sink, mirror and paper towel dispenser, student will be able to clean and sanitize restroom as evidenced by completion of "Restroom Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Toilet brush
4. Toilet paper, towels, soap
5. Cleaning agent
6. Sponge

Pretest:

Directions: Complete the following skill activity.

1. Clean and sanitize a soiled restroom. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Cleaning and Sanitizing Restrooms

Restrooms in the food service facility are heavily used. Therefore, they require frequent cleaning and sanitizing to maintain a spotless appearance. Clearly, simple cleaning is not sufficient to honor food service sanitation standards. The first step toward achieving sanitation standards is cleaning, and the removal of soil and visible dirt. Next, the restroom is sanitized. Sanitize means to, through the use of a chemical agent, remove most micro-organisms. A disinfectant is applied to the toilet and sink.

Floors

Prevent odors by wet mopping daily with detergent and disinfectant. Check frequently the condition of the restroom floors. More frequent moppings may be needed if plumbing overflows.

Walls

Walls may need to be scrubbed daily to get rid of graffiti. If walls are marked with lipstick, crayon, felt pen, or ballpoint pens, use a petroleum-based cleaning agent. Also, frequent painting of restroom walls keep them looking nice and reduce odor buildup.

Sinks and Toilets

Use a light granular cleanser with a disinfectant to clean the sink. Counter tops and towel holders may need a mild liquid cleaner.

Keep faucets from dripping. A leaky faucet wastes water, leaves customers with a poor impression, and can flood the restroom floor.

Check the soap supply. Soap types can be bar, liquid or granular.

The toilet will require the most attention. It must be cleaned, sanitized, and disinfected. Use a brush to reach in and around all parts of the toilet.

Towels

No paper must be allowed to overflow from waste containers. Empty containers daily or more often if needed. Select covered waste containers if at all possible. Check paper towel supply and refill if needed.

Mirror

Mirrors should be cleaned. They should be free of spots and streaks.

Always wear rubber gloves when cleaning the restroom. Keep all supplies and equipment in one central location close to the restroom. Remember to thoroughly wash your hands before and after cleaning the restroom.

Posttest:

Directions: Clean and sanitize a soiled restroom. Ask your instructor to check your skills.

Restroom Checklist

		Yes	No
1.	Assembles equipment and supplies	____	____
2.	Follows safety and sanitary procedures	____	____
3.	Manages time	____	____
4.	Wears gloves	____	____
5.	Uses supplies to clean, sanitize, and disinfect	____	____
6.	Fills towel dispenser	____	____
7.	Fills toilet tissue dispenser	____	____
8.	Checks soap supply	____	____
9.	Picks up litter	____	____
10.	Empties waste container	____	____
11.	Cleans waste container	____	____
12.	Sink is free of soil	____	____
13.	Toilet is free of soil	____	____
14.	Counter is free of soil	____	____
15.	Sink is sanitized	____	____
16.	Toilet is sanitized and disinfected	____	____
17.	Counter is sanitized	____	____
18.	Mirror is clean	____	____
19.	Mirror is free of streaks	____	____
20.	Floor is mopped clean and dry	____	____
21.	Stores equipment and supplies	____	____
22.	Shows pride in work	____	____
23.	Shows initiative and dependability	____	____
24.	Makes sound decisions	____	____
25.	Cooperates with others	____	____

SOURCES

Abrahamson, Donna and Wilson, Carol, Sanitation: Food Service Occupations, (Criterion Referenced Tests).

Border, Barbara A., Food Safety and Sanitation, Gregg Division, McGraw-Hill Book Company, 1979.

Key

Pretest:

1. Instructor's satisfaction

Restroom Checklist

		Yes	No
a.	Assembles equipment and supplies		
b.	Follows safety and sanitary procedures		
c.	Manages time		
d.	Wear gloves		
e.	Uses supplies to clean, sanitize, and disinfect		
f.	Fills towel dispenser		
g.	Fills toilet tissue dispenser		
h.	Checks soap supply		
i.	Picks up litter		
j.	Empties waste container		
k.	Cleans waste container		
l.	Sink is free of soil		
m.	Toilet is free of soil		
n.	Counter is free of soil		
o.	Sink is sanitized		
p.	Toilet is sanitized and disinfected		
q.	Counter is sanitized		
r.	Mirror is clean		
s.	Mirror is free of streaks		
t.	Floor is mopped clean and dry		
u.	Stores equipment and supplies		
v.	Shows pride in work		
w.	Shows initiative and dependability		
x.	Makes sound decisions		
y.	Cooperates with others		

Posttest:

Completion of "Restroom Checklist."

COMMON CORE SKILLS .... CLEANS AND SANITIZES WORK AND STORAGE AREAS

Job Skills:

Clean and sanitize worktables, storage cabinets, refrigerator, and freezer.

Terminal Performance Objective:

Given soiled work and storage areas, student will be able to clean and sanitize worktables, storage cabinets, refrigerator, and freezer as evidenced by completion of "Worktables, Storage Cabinets, Refrigerator and Freezer Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Detergent
4. Chlorine
5. Iodine
6. Sponges
7. Brushes

Pretest:

Directions: Perform the following skill activity.

1. Clean and sanitize soiled worktables, storage cabinets, refrigerator, and freezer. Your instructor will check your skills.

Contents:

Work and Storage Areas

Work and storage areas must be both cleaned and sanitized. Cleaning removes surface dirt while sanitizing destroys harmful bacteria. Hot water, detergent, and friction will clean work and storage areas; chlorine, iodine, or hot water (180°F) will sanitize.

Use of wire brushes, steel wool, and coarse abrasives should be avoided because they can be harmful to the surface being cleaned. Use the cleaning tools and procedures outlined in the cleaning schedule provided by your supervisor. Common cleaning tools are natural fiber brushes, sponges, and metal scrapers.

General cleaning is broken down into four parts:

1. Pre-flushing or scraping

2. Possible soaking

3. Use of washing solution

4. Use of detergent

Worktables

The work counters or tables must be kept clean and sanitary. To avoid contamination, place packages or other containers on a cart rather than directly on the work table which must be kept sanitary for food. The cleanliness of the table is as important as the sanitation of any utensil or dish used for food. Thoroughly wash, rinse, and dry work tables after each use. As with other storage areas, tables should be regularly cleaned, and any spillage or droppings of food particles should be wiped up immediately.

Daily cleaning of work counters including the counter edges and legs or sides will keep grime from building up. Food will be kept safe and the cleaning task will be easier to complete.

Storage Cabinets

At least every other day dry storage areas should be dusted and stock rotated and straightened. At least once a week, shelves and floors in the dry storage areas should be scrubbed with a sanitizing agent such as bleach.

Refrigerator and Freezer

Spills should be wiped up immediately. The interior of the refrigerator can be cleaned with warm water and baking soda. The use of abrasives and soaps that have an odor should be avoided. All spoiled items should be removed. Check to see that all items are covered to insure freshness. The exterior of the refrigerator should be washed with a mild soap and warm water and wiped dry with a soft cloth. Shelving in reach-in refrigerators may be put through the dish machine.

Freezer cleaning should be scheduled when the stock is low. The interior and exterior should be thoroughly scrubbed. All removable parts should be washed, rinsed, sanitized, and then returned to their proper place.

Posttest:

Directions: Clean and sanitize soiled worktables, storage cabinets, refrigerator, and freezer.

Worktables, Storage Cabinets, Refrigerator, and Freezer

Checklist

		Yes	No
1.	Assembles cleaning and sanitizing supplies	___	___
2.	Uses cleaning agents	___	___
3.	Uses sanitizing agents	___	___
4.	Observes safety procedures	___	___
5.	Cleans work/storage area	___	___
6.	Sanitizes work/storage area	___	___
7.	Straightens (items returned to designated area)	___	___
8.	Removes soiled items	___	___
9.	Reassembles removed parts	___	___
10.	Manages time	___	___
11.	Shows pride in work	___	___
12.	Shows initiative and dependability	___	___
13.	Makes sound decisions	___	___
14.	Cooperates with others	___	___
15.	Pre-flushing or scraping	___	___
16.	Soaks (when needed)	___	___
17.	Stores cleaning and sanitizing supplies	___	___

Border, Barbara A., Food Safety and Sanitation, McGraw-Hill Book Co., New York, NY, 1979.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, NY, 1971.

Key

Pretest:

1. Instructor's satisfaction

Worktables, Storage Cabinets, Refrigerator, and Freezer Checklist

	Yes	No
a. Assembles cleaning and sanitizing supplies	___	___
b. Uses cleaning agents	___	___
c. Uses sanitizing agents	___	___
d. Observes safety procedures	___	___
e. Cleans work/storage area	___	___
f. Sanitizes work/storage area	___	___
g. Straightens (items returned to designated area)	___	___
h. Removes soiled items	___	___
i. Reassembles removed parts	___	___
j. Manages time	___	___
k. Shows pride in work	___	___
l. Shows initiative and dependability	___	___
m. Makes sound decisions	___	___
n. Cooperates with others	___	___
o. Pre-flushing or scraping	___	___
p. Soaks (when needed)	___	___
q. Stores cleaning and sanitizing supplies	___	___

Posttest:

Completion of "Worktables, Storage Cabinets, Refrigerator, and Freezer Checklist."

1.7

COMMON CORE SKILLS .... CONTROLS TRASH AND PERFORMS LAUNDRY DUTIES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Control trash
Perform laundry duties

Terminal Performance Objective:

Given a request to control trash, student is able to collect trash from work stations, dispose of trash, clean and sanitize containers, and pick up trash from grounds as evidenced by completion of "Trash Checklist."

Given a request to perform laundry duties, student is able to collect, inventory, and store laundry as evidenced by completion of "Laundry Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Broom, dust pan
4. Hose
5. Trash grasper
6. Paper sticker
7. Trash container
8. Garbage bags
9. Gloves
10. Laundry
11. Laundry bag

Pretest:

Directions: Perform the following skill activities.

1. Collect trash from work stations, dispose of trash, clean and sanitize containers, and pick up trash from grounds. Ask your instructor to check your skills.
2. Collect, inventory, and store laundry. Ask your instructor to check your skills.

Contents:

Trash Control

Cleanliness and an orderly appearance are an important aspect of all food service facilities. The grounds and parking area are important because they help customers form a first impression.

Unsightly grounds dotted with debris and trash provide a breeding ground for bacteria. Accordingly, trash allowed to accumulate may become a breeding spot for rodents or, if dampened by rains, a great place for mosquitoes and other insects. The condition of the grounds is certainly an indicator of sanitation practices followed by the food service facility.

No trash should collect near the entrance especially near doors where unsuspecting rodents and flies might slip through. Use adequately sized garbage containers to reduce garbage overflow problems. Ideally, trash containers should be located away from an entrance to the food service facility and situated so rain water does not accumulate in the container.

Frequently hose down outside garbage dumpster areas. Smaller trash containers require regular cleaning with water, a cleanser, and a disinfectant. These practices will keep down odors and will provide germ control.

Kitchen garbage containers should be lined with a plastic bag. These bags are then closed and transported to the outside trash dumpster. Sealed trash bags will reduce the likelihood of unwanted odor and flies.

Laundry Duties

Check all soiled laundry locations. Collect aprons, dish towels, tablecloths, and uniforms. Inventory these items. Complete inventory sheet as in the sample below. The left-hand date column will give you a record of when the laundry went out for cleaning and when you received it (figure 1).

Figure 1 LAUNDRY INVENTORY

Date		Aprons	Dish Towels	Tablecloths	Uniforms
Out	Back				
9/6/80		𝍸 ||||	𝍸 𝍸	𝍸	𝍸 𝍸 ||

When the laundry is returned, log it in on the "Laundry Inventory" sheet.

When you check laundry in, check to see that laundry is free from stains, is pressed and is folded to your satisfaction. Store linen in the proper place. It should be wrinkle free and stored by like items (all aprons together). When possible, store laundry where it will be first or most frequently used by the food service employee.

Posttest 1:

Directions: Collect trash from work stations, dispose of trash, clean and sanitize containers, and pick up trash from grounds. Ask your instructor to check your skills.

Trash Checklist

	Yes	No
1. Assembles equipment and supplies		
2. Follows safety and sanitary practices		
3. Manages time		
4. Shows pride in work		
5. Shows initiative and dependability		
6. Makes sound decisions		
7. Cooperates with others		
8. Collects trash/garbage from work stations		
9. Keeps grounds neat		
10. Keeps parking area neat		
11. Keeps grounds free of trash and debris		
12. Keeps parking area free of trash and debris (glass, metal cans, food)		
13. Deposits trash in designated waste containers		
14. Provides safe access to garbage and trash containers		
15. Wears gloves when handling cans and broken glass		
16. Accumulates combustible trash away from food service facility		
17. Cleans, sanitizes, and lines trash/garbage containers		
18. Uses broom and dust pan		
19. Operates trash grasper		
20. Operates paper sticker		
21. Hoses down dumpster area		
22. Returns and stores equipment and supplies		

Posttest 2:

Directions: Collect, inventory, and store laundry. Ask your instructor to check your skills

Laundry Checklist

		Yes	No
1.	Collects linen and clothing	___	___
2.	Inventories laundry	___	___
3.	Uses laundry bag	___	___
4.	Follows safety and sanitary practices	___	___
5.	Manages time	___	___
6.	Shows pride in work	___	___
7.	Shows initiative and dependability	___	___
8.	Makes sound decisions	___	___
9.	Cooperates with others	___	___
10.	Stores laundry		
	•by like items	___	___
	•free of wrinkles	___	___
	•in correct location	___	___

SOURCE

Border, Barbara A., Food Safety and Sanitation, Gregg Division, McGraw-Hill Book Company, 1979.

Key

Pretest:

1. Instructor's satisfaction

Trash Checklist

	Yes	No
a. Assembles equipment and supplies	___	___
b. Follows safety and sanitary procedures	___	___
c. Manages time	___	___
d. Shows pride in work	___	___
e. Shows initiative and dependability	___	___
f. Makes sound decisions	___	___
g. Cooperates with others	___	___
h. Collects trash/garbage from work stations	___	___
i. Keeps grounds neat	___	___
j. Keeps parking area neat	___	___
k. Keeps grounds free of trash and debris	___	___
l. Keeps parking area free of trash and debris (glass, metal cans, food)	___	___
m. Deposits trash in designated waste containers	___	___
n. Provides safe access to garbage and trash containers	___	___
o. Wears gloves when handling cans and broken glass	___	___
p. Accumulates combustible trash away from food service facility	___	___
q. Cleans, sanitizes, and lines trash/garbage containers	___	___
r. Uses broom and dust pan	___	___
s. Operates trash grasper	___	___
t. Operates paper sticker	___	___
u. Hoses down dumpster area	___	___
v. Returns and stores equipment and supplies	___	___

2. Instructor's satisfaction

Laundry Checklist

	Yes	No
a. Collects linen and clothing	___	___
b. Inventories laundry	___	___
c. Uses laundry bag	___	___
d. Follows safety and sanitary practices	___	___
e. Manages time	___	___
f. Shows pride in work	___	___
g. Shows initiative and dependability	___	___
h. Makes sound decisions	___	___
i. Cooperates with others	___	___
j. Stores laundry		
•by like items	___	___
•free of wrinkles	___	___
•in correct location	___	___

Posttest:

Completion of "Trash Checklist" and "Laundry Checklist."

1.8

COMMON CORE SKILLS .... CARES FOR FLOORS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Care for floors

Terminal Performance Objective:

Given a request to clean a 12' X 18' dining room floor which seats 10-12 people, student will be able to care for the floor by vacuuming, mopping, or waxing floor as evidenced by completion of "Floor Care Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Vacuum
4. Floor machine
5. Broom, dust pan
6. Bucket
7. Mop
8. Cleaning compound

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. Kitchen floors should be mopped ________________.

2. _______________________will remove chewing gum from a linoleum floor.

3. Mop, wax, or vacuum a floor. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Floor Care

Housekeeping procedures are a never ending job. Facilities and equipment will, however, be easier to clean and the procedure will take less time if employees follow a regular housekeeping schedule.

Kitchen, storage, dining areas, and restroom floors should be scrubbed daily, or as often as needed, with a good detergent or cleansing compound. Carpeted floors should be vacuumed daily and cleaned as often as necessary to keep nice - free from stains. Especially in the kitchen, heavy equipment should be moved away from walls to allow for cleaning under and around equipment. Floor drains must be kept clean and floors mopped to eliminate potential problems from wet floors. Furthermore, clean floors help repel insects and reduce odors.

Floor Types

Many types of floor coverings are selected for food service facilities. The type and design of floor should not promote bacterial multiplication, particularly in the corners. The type of floor chosen should be safe for pedestrians, of an acceptable appearance, and selected for its intended use. For example, a plush carpet does not belong in a school cafeteria. Common flooring types are:

wood
carpet
asphalt
rubber
cork
vinyl asbestos
vinyl tile
quarry and ceramic tile
Spanish tile

Stain Removal

Floor coverings in front-of-the-house can receive much abuse from customers. Sand, dirt, and grease can mar a beautifully waxed floor. Spills and stains resulting from beverages or gum can spot even the newest carpet. Tackle floor problems right after the crowd dwindles. Don't ignore even the tiniest spot or stain for if left unattended it will be more difficult to clean. The floor condition projects an important image to the customer.

Learn how to remove common stains. Consult the following chart for types of stains and kinds of floors.

STAIN REMOVER ART FOR FLOORS

Common Stains	Asphalt	Vinyls	Cork	Rubber	Linoleum
CHEWING GUM	Use putty knife and No. 0 steel wool.	Use a good liquid cleaner.	Use putty knife and No. 0 steel wool.	Use putty knife and No. 0 steel wool.	Use putty knife and No. 0 steel wool.
INK	Use No. 0 steel wool.	Rub with alcohol, hot water and soap, or ink remover.	Rub with alcohol, hot water and soap, or ink remover.	Rub with alcohol hot water and soap, remover.	
RUBBER HEEL MARKS	Use hot water, soap, and steel wool.	Rub with turpentine, liquid wax, or naphtha.	Rub with turpentine, liquid wax, or naphtha.	Rub with turpentine, liquid wax, or naphtha.	Rub with turpentine, liquid wax, or naphtha.
IODINE	Use rubbing alcohol.	Use rubbing alcohol.	Use rubbing alcohol.	Use rubbing alcohol.	Use rubbing alcohol.
PAINT	Use putty knife and No. 0 steel wool.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.
FRUIT JUICES	Use a good liquid cleaner.	Clean with hot water and soap, or with trisodium phosphate.	Clean with hot water and soap, or with trisodium phosphate.	Clean with hot water and soap, or with trisodium phosphate.	Clean with hot water and soap, or with trisodium phosphate.
GREASE	Use a good liquid cleaner.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.
CRAYON	Use a good liquid cleaner.	Scrub with turpentine or naphtha.	Scrub with turpentine or naphtha.	Rub with turpentine, liquid wax, or naphtha.	Rub with turpentine, liquid wax, or naphtha.

Activity 1:

Directions: Match the stain removal procedure on the right with the common stain on the left.

___1. Chewing gum (linoleum)
___2. Crayon (vinyl)
___3. Rubber heel marks (asphalt)

a. use hot water, soap, and steel wool
b. use putty knife and steel wool
c. scrub with turpentine

Directions: Read the following information.

Wet-Mop Floors

Wet-mopping is the most common floor care procedure. In one bucket, prepare cleaning solution by carefully following package instructions for kind of cleaner and dilution. Fill a second bucket with clear rinse water.

Pull equipment from walls, move tables and chairs. Scrape debris such as food items or gum off the floor.

Sweep the area with a broom. Use dust pan.

Soak one mop in cleaning solution and wring it in the wringer.

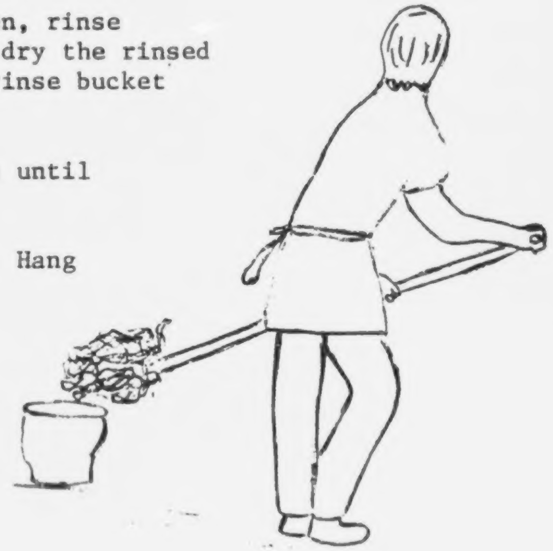
Work backwards away from mopped area. Mop parallel to walls. Mop left to right using a figure eight motion. In a corridor, mop half the corridor at a time, leaving one dry lane for passage.

Clean a small area (4' x 6'). Mop corners with mop heel.

Rinse cleaned section with a rinse mop. Then, rinse the rinse mop. Wring out the rinse mop and dry the rinsed area with this mop. Frequently change the rinse bucket water.

Repeat cleaning, rinsing, and drying actions until entire floor is clean.

Clean equipment. Store equipment properly. Hang mops to dry.



Clean and Wax Floors

Always clean and remove all wax before applying more wax. Wear nonskid footwear and follow the manufacturer's recommended procedures for operating the floor machine. Work with splash guards on the machine to avoid unnecessary splashing of walls, furniture, and baseboards. Operate the machine with care; avoid tangling the cord in the brush. Special care must be taken to never allow the handle or body of the machine to strike against walls, furniture, and equipment. Never carry floor machine brushes on the floor machine handles. These brushes belong on wall hangers.

Vacuum Floors

First treat stains and remove any gum from the carpet. Before starting to vacuum, wait until all customers are gone. Then, move tables and chairs. Check the vacuum bag and replace or empty if full. Always know where the cord is while vacuuming-never vacuum over the cord. After vacuuming, check to see that everything is back in its proper place. Even one misplaced item may result in wasted time and motion during the next day's operation.

Equipment Care and Storage

Equipment will last longer and perform better if cared and stored properly.

Brooms

Use broom holders to keep bristles above the floor. Clean brush bristles to keep bristles free of dirt and fillings. Never use a broom as a squeezer to push water. Use both sides of the brush in order to wear and bend bristles evenly.

Buckets and Wringers

Keep up with bucket and wringer repairs. Bolts and screws should be secured properly and replaced immediately when they are missing. Casters should be lubricated, kept clean, and replaced when they become defective. Clean all equipment at the end of each shift.

Posttest:

Directions: Care for a 12' x 18' dining room floor which seats 10-12 people. Ask your instructor to check your skills.

Floor Care Checklist

		Yes	No
1.	Assembles equipment and supplies	___	___
2.	Follows safety and sanitation procedures	___	___
3.	Manages time	___	___
4.	Follows recommended proportions for dilution of cleaning compounds	___	___
5.	Matches care procedures with proper type of floor	___	___
6.	Treats stains	___	___
7.	Moves necessary equipment, tables and chairs	___	___
8.	Removes soil	___	___
9.	Uses few wasted motions	___	___
10.	Cleans equipment	___	___
11.	Properly stores equipment and supplies	___	___
12.	Shows pride in work	___	___
13.	Shows initiative and dependability	___	___
14.	Makes sound decisions	___	___
15.	Cooperates with others	___	___
16.	Returns equipment, tables and chairs to proper place	___	___

SOURCES

Basic Sanitation for Food Service Employees (Student Manual), The Educational Institute of the American Hotel and Motel Association, East Lansing, Michigan, 1975.

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Hatchell, Melvin S., Food Service (A Distributive Education Manual), Distributive Education Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1970.

Key

Pretest:

1. daily or when needed
2. putty knife and steel wool
3. instructor's satisfaction

Floor Care Checklist

	Yes	No
a. Assembles equipment supplies	___	___
b. Dilutes cleaning compound (if used)	___	___
c. Matches floor care procedure	___	___
d. Treats stains (if needed)	___	___
e. Moves tables and chairs	___	___
f. Removes soil	___	___
g. Cleans equipment	___	___
h. Stores equipment and supplies	___	___
i. Return tables and chair to proper location	___	___

Activity 1:

1. b
2. c
3. a

Posttest:

Completion of "Floor Care Checklist."

P2.1

DISHWASHER/KITCHEN HELPER. . . IDENTIFIES FOOD HANDLING PREPARATION TECHNIQUES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Identify food preparation techniques which prevent food contamination

Terminal Performance Objective:

Given a request to identify food preparation techniques and a food preparation situation, the student will be able to identify food preparation techniques which prevent food contamination as evidenced by completion, with 100% accuracy, of "Food Preparation Techniques Case Studies."

Materials Needed:

1. This packet
2. Pen or pencil

Pretest:

Directions: Identify how the following food preparation problems could have been avoided.

1. The school cafeteria prepared 100 pounds of potato salad for a HERO student convention. The salad was prepared the day before, placed in a large tub, and then refrigerated (50°F). When the salad was placed in the refrigerator, it was still warm so that the middle portion of the salad remained incubating temperature for several hours. The offending organism was salmonella montevidea and a stool culture of one girl who made the salad contained the same organism.

2. Home canned pickles were served at a local restaurant. Ten persons consumed the pickles. Eight of these people were hospitalized and two of them died. Tests indicated clostridium botulinum as the causative agent.

Contents:

Directions: Read the following information.

Food Preparation Techniques

No single skill is more important for the food service employee than the ability to follow sanitary food preparation practices. The careless food service employee can allow the spread of harmful bacteria causing infectious diseases. This carelessness regarding sanitation can result in customers becoming extremely ill and in some cases death can result.

Cleanliness and an understanding of food preparation techniques is the major weapon in preventing the spread of these harmful bacteria.

Food poisoning is the result of eating food that has been contaminated by harmful bacteria or their toxins. The three main causes of food poisoning are yeast contamination, bacterial growth, and mold.

Regardless of the type of bacteria spoiling the food, they all grow very rapidly under favorable conditions. In one day, one bacterium can multiply into 35,125,000,000,000! Favorable conditions for bacteria growth are warmth and food moisture. Food poisoning can be prevented if these conditions are not present when storing or caring for food.

Certain foods are more likely to cause food poisoning than others. These food items can be termed "potentially hazardous." Potentially hazardous foods are foods that are high in protein such as milk, eggs, meat, poultry, and fish (shellfish included).

Temperature control is an effective weapon against bacteria growth. Bacteria grows very little above 140°F or below 40°F. Growth is stopped completely at 0°F and bacteria are destroyed at temperatures of 180°F or over. Thus, it is the responsibility of the food service employee to keep foods safe and out of the danger zone - 104°F to 40°F.

Directions: The accompanying chart provides a list of several bacterial infections associated with foods, food preparation, and food service and storage. Anyone associated with the handling of food must have knowledge of these bacteria, their causes, the foods implicated, and the type of preventive action to avoid bacteria growth.

DISEASE	CAUSE
Salmonellosis Infection symptoms: headache followed by vomiting, diarrhea, abdominal cramps, fever. Severe infections cause high fever and may be fatal. Onset in 12-36 hours. Duration 2-7 days.	Salmonella bacteria widespread in nature; live and grow in intestines of humans and animals. Some 800 types cause gastrointestinal illness; one species, SALMONELLA TYPHOSA, causes typhoid fever.
Streptococcal Infection symptoms: scarlet fever, septic sore throat symptoms: tonsilitis, high fever, headache, vomiting, rash.	Streptococcus pyogenes - bacteria mainly transmitted through the air from nose and throat of infected humans.
Perfringens Food Poisoning symptoms: nausea, diarrhea, acute inflammation of stomach and intestines in 8-20 hours. Duration up to 24 hours.	Clostrodium perfringens - spore forming bacteria found generally in soil, dust, intestinal tract of animals; spores withstand most cooking temperatures; surviving cells flourish in absence of air. Natural contaminant of meat.
Staphylococcal Intoxication symptoms: vomiting, diarrhea, cramps. Onset in 3-8 hours. Duration 1-2 days.	Staphylococcus aureus - bacteria commonly present in nose, throat, and skin infections; release toxins highly resistant to heat.
Botulism Intoxication symptoms: vomiting, abdominal pain, headache, double vision, progressive respiratory paralysis. Onset in 2 hours to 6 days. Paralysis may persist for months. High fatality rate - 50-65% in U.S.	Clostridium botulism - bacteria that grow in absence of air, as in sealed containers and form spores with high resistance to heat. Toxins are deadly, but vulnerable to high temperatures. Found in soil, water, and animal intestines.

FOODS IMPLICATED	PREVENTIVE ACTION
Meat and poultry, especially fine-cut components; egg products, puddings, shellfish, soups, gravies, sauces. Warmed-over food.	Strict personal hygiene. Avoid fecal contamination from unclean foodhandlers and unsafe operating practices. Eliminate rodents and flies.
Milk, ice cream, eggs, steamed lobster, potato salad, egg salad, custard, pudding.	Pasteurized dairy products. Rapid chilling, thorough cooking. Exclude foodhandlers with known strep infections.
Raw meat, raw vegetables; partly cooked meat, slowly cooked and served later, or served after moderate reheating.	Careful time-temperature control; quick-chill cooked meat dishes to be eaten later, isolate raw components that may cross-contaminate cooked menu items.
Moist, much handled, high protein food left at bacteria-incubating temperatures; milk-egg custards, meat pie, turkey stuffing, chicken, tuna, potato salads, gravies, sauces. Warmed-over food.	Store these foods at or below 40 degrees F. Exclude foodhandlers with respiratory illness, pimples, infected cuts, burns. Avoid hand contact with food. Reheat left-overs through and through to 165 degrees F or above.
Improperly canned or refrigerated low-acid foods: green beans, corn, beets, spinach, figs, olives, tuna. Smoked fish, fermented foods.	Pressure cook foods at high temperature in canning. Boil and stir home-canned foods for 20 minutes before serving. Keep foods refrigerated. In salt-curing food, use plenty of salt. Discard food in swollen cans.

Activity 1:

Directions: Identify the proper food preparation techniques that each of the following food service employees should have used.

1. Beth had a terrible cold and was coughing and sneezing while cutting the roast beef for sandwiches.

2. Joe's job was to break down and portion 20 chickens into quarters, but while he was doing that, another employee needed to use his knife to trim some parsley for garnish.

3. The manager told an employee to taste the clam chowder. The employee tasted the clam chowder with the same spoon that is used to stir.

4. Henry's job was to mix the 50 pounds of ground beef for the meat loaf. Since Henry was a little behind schedule, he decided to use his hands to save time.

5. The food service class was going to prepare turkey the next day in class. The instructor took the bird out the night before and left it on the work table/counter to be sure it would thaw out.

6. The spaghetti sauce was cooked and ready for tomorrow's lunch. The students decided to let it cool down before putting it in the refrigerator to save energy.

Posttest:

Directions: Identify how the following food preparation problems could have been avoided.

Food Preparation Technique Case Studies

1. A local restaurant served canned hams at an employee banquet. One hundred people became ill following the banquet. All of the hams were opened two days before the banquet. The first batch was brushed with mustard and brown sugar and placed in the refrigerator. This batch was then cooked, sliced, and refrigerated again. The second batch was cooked and allowed to cool at room temperature over night. Batch two hams were sliced and held at room temperature until three hours before serving. They were then warmed. The slicer was cleaned once a week. Nasal, nail, and stool cultures of two food handlers were positive for coagulase staphylococci.

2. A local church served box lunches. The ham sandwiches and other contents were not refrigerated on the 18 hour period before preparation and service. The staph count was high.

SOURCES

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Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Furneisen, Barbara K. and Katzenbach, Marie H., Food Service, Division of Vocational Education, New Jersey Department of Education, New Brunswick, New Jersey, 1978.

Food Service Production and Service, Mid-America Vocational Curriculum Consortium, Inc., 1976.

Abrahamson, Donna and Wilson, Carol, Criterion Referenced Tests: Sanitation Food Service Occupations.

Key

Pretest:

1. Follow strict personal hygiene. Avoid fecal contamination from unclean food service employees. Cool in shallow pans.
2. Do not serve home canned foods in a commercial establishment. When canning foods, pressure cook at high temperature.

Activity 1:

1. Exclude ill food service employees. Do not cough and sneeze on food. Wash hands if contaminated.
2. Isolate raw components that may cross contaminate cooked menu items.
3. Use tasting spoon.
4. Avoid hand contact with food.
5. Thaw under refrigeration.
6. Place in shallow pans and refrigerate immediately.

Posttest:

1. Heat foods above 180°F. Do not cross contaminate. Keep foods refrigerated until ready to serve. Exclude ill food service employees.
2. Keep foods refrigerated until ready to serve.

P2.2

DISHWASHER/KITCHEN HELPER.....IDENTIFIES FOOD STORAGE TECHNIQUES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Identify food storage techniques which prevent food contamination

Terminal Performance Objective:

Given a list of fresh and already prepared food items and a request to identify the storage techniques related to food items, the student will be able to identify food storage techniques which prevent food contamination as evidenced by completion, with 100% accuracy, of "Food Storage Sheet."

Materials Needed:

1. This packet

2. Pen or pencil

Pretest:

Directions: Answer the following questions.

Identify proper storage techniques (location, temperature, etc.) for each of the following items.

Item	Techniques
1. cheese	
2. raw potatoes	
3. boiled dressing	
4. egg salad	
5. frozen fish fillet	
6. lettuce	
7. mayonnaise	
8. crackers	
9. flour	
10. tartar sauce	

Contents:

Storing Food

Proper food storage helps prevent food spoilage and assures supplies will be on hand for each station. Food should be grouped in an orderly manner such as all canned fruits together on the storeroom shelf; all cheeses wrapped and labeled in the refrigerator. A first principle of storage is "first in, first out" (FIFO). New stock should be placed on the back of shelves to allow older stock to move to the front of the shelf for use.

Generally there are three kinds of storage - refrigerator, freezer, and dry (storeroom).

Refrigerator Storage

All perishable foods, such as milk, cheese, eggs, and most fresh fruits and vegetables, must be kept refrigerated at temperatures slightly above freezing to retain freshness and flavor. Bacteria and other microogranisms which cause food to spoil grow very slowly at temperatures between 35°F to 38°F.

Freezer Storage

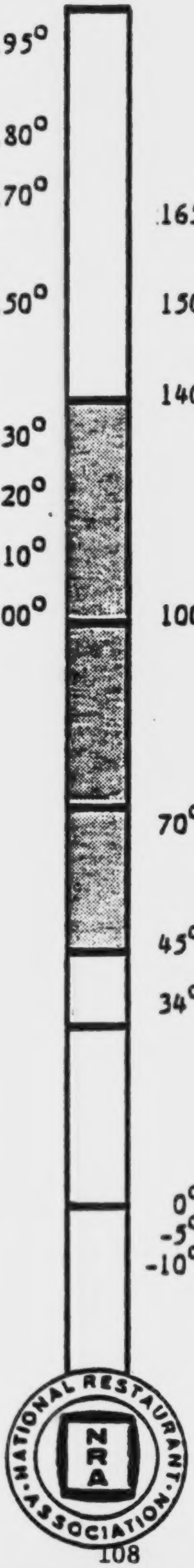
Meat, fish, poultry, and frozen vegetables all keep well at 0°F. Ice cream is an exception since it is easier to serve if kept at 15°F to 20°F. Leftovers, not planned for immediate use, should be frozen. Freezer temperatures of 0°F stop growth of microorganisms.

Foods dry out very quickly in both refrigerator and freezer storage unless proper techniques are followed. All foods placed in the refrigerator must be covered and all freezer foods must have an airtight wrapping. Freezer burn can damage foods which are not wrapped in airtight coverings.

Dry Storage

Dry storage facilities should create a 50°F environment for vegetables, such as potatoes, onions, squash, and turnips. Other food items such as crackers and potato chips need warmer temperatures - about 65°F. Foods should be held in tightly covered containers - always above the floor. Open slatted shelves will allow an even flow of air around the foods.

TEMPERATURES FOR FOOD SAFENESS



TABLEWARE AND UTENSIL SANITATION

Maximum temperature for mechanical rinse 195°

Mechanical rinse at nozzle 180°

Minimum rinse temperature at dish (mechanical or dip rinse) 170°

Temperature for mechanical dishwashing 150°

Water temperature for hand dishwashing 130° – 120°

Temperature for scraping dishes 110° – 100°

Prepared by the
NRA Public Health and
Safety Committee

FOOD HANDLING AND STORAGE

(TEMPERATURE OF FOOD)

165° Food cooked to this temperature - most harmful bacteria killed

150° Minimum safe temperature of cooked food to kill bacteria

140° – 34°

Store or display hot cooked foods above this temperature (after cooking)

Rapid Bacterial Growth

DANGER ZONE FOR FOOD SAFENESS

(Handling and Storage)

Cold or chill food storage (slow bacterial growth)

100° – 70° Normal Room Temp.

45° – 34°

0°, -5°, -10° Frozen food storage (not for freezing food)

Activity 1:

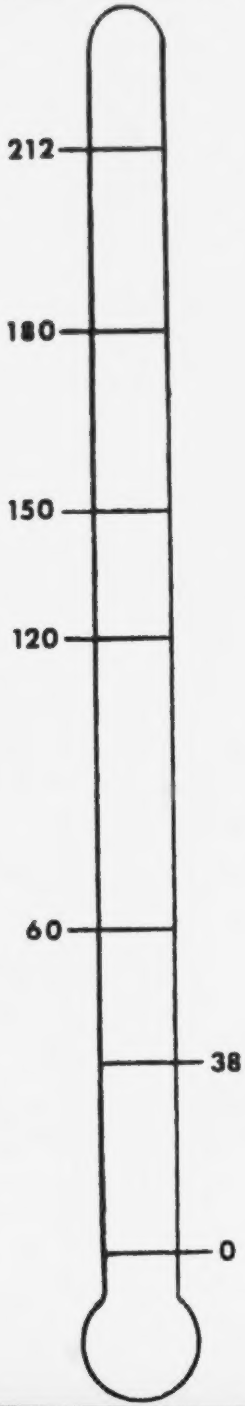
Directions: Answer the following question.

1. Jim went to the storeroom to get some green beans. He noticed a can that looked pretty old, because it was leaking and rusted on the top. He decided he'd better use it up before it made a bigger mess.

Identify the food storage techniques Jim should follow to prevent food contamination.

Activity 2:

Directions: Answer the following question.



Locate the following items on the thermometer:

1. Danger zone for food safeness
2. Frozen food storage
3. Cold or chill food storage
4. Minimum safe temperature of cooked food
5. Dry storage (for potato chips)

Source: FOOD SERVICE, Teachers Guide, New Jersey Departmen
of Education, New Brunswick, New Jersey, 1971.

Activity 3:

Directions: Answer the following questions.

Using your food service facility, check the following storage techniques.

Food Storage Checklist

		Yes	No
1.	Are foods kept below 45°F or above 140°F as much as possible?	___	___
2.	Are foods in the danger zone no longer than necessary?	___	___
3.	Are hot foods placed in shallow containers to cool?	___	___
4.	Is food stored on the floor?	___	___
5.	Are abnormal cans being stored in storeroom?	___	___
6.	Are storeroom floors clean and dry?	___	___
7.	Is the FIFO policy being used?	___	___
8.	Are there signs of rodents or insects in storeroom?	___	___
9.	Is food being stored in the refrigerator covered?	___	___
10.	Are nonfoods being stored separately from food stuffs?	___	___
11.	Are all nonfood items labeled?	___	___
12.	Are all nonfood items tightly sealed?	___	___

Posttest:

Directions: Answer the following questions.

Food Storage Sheet

Item	Technique (include location temperature, and other special precautions)
1. cheese	
2. raw potatoes	
3. boiled dressing	
4. egg salad	
5. frozen fish fillet	
6. lettuce	
7. mayonnaise	
8. crackers	
9. flour	
10. tartar sauce	

Key

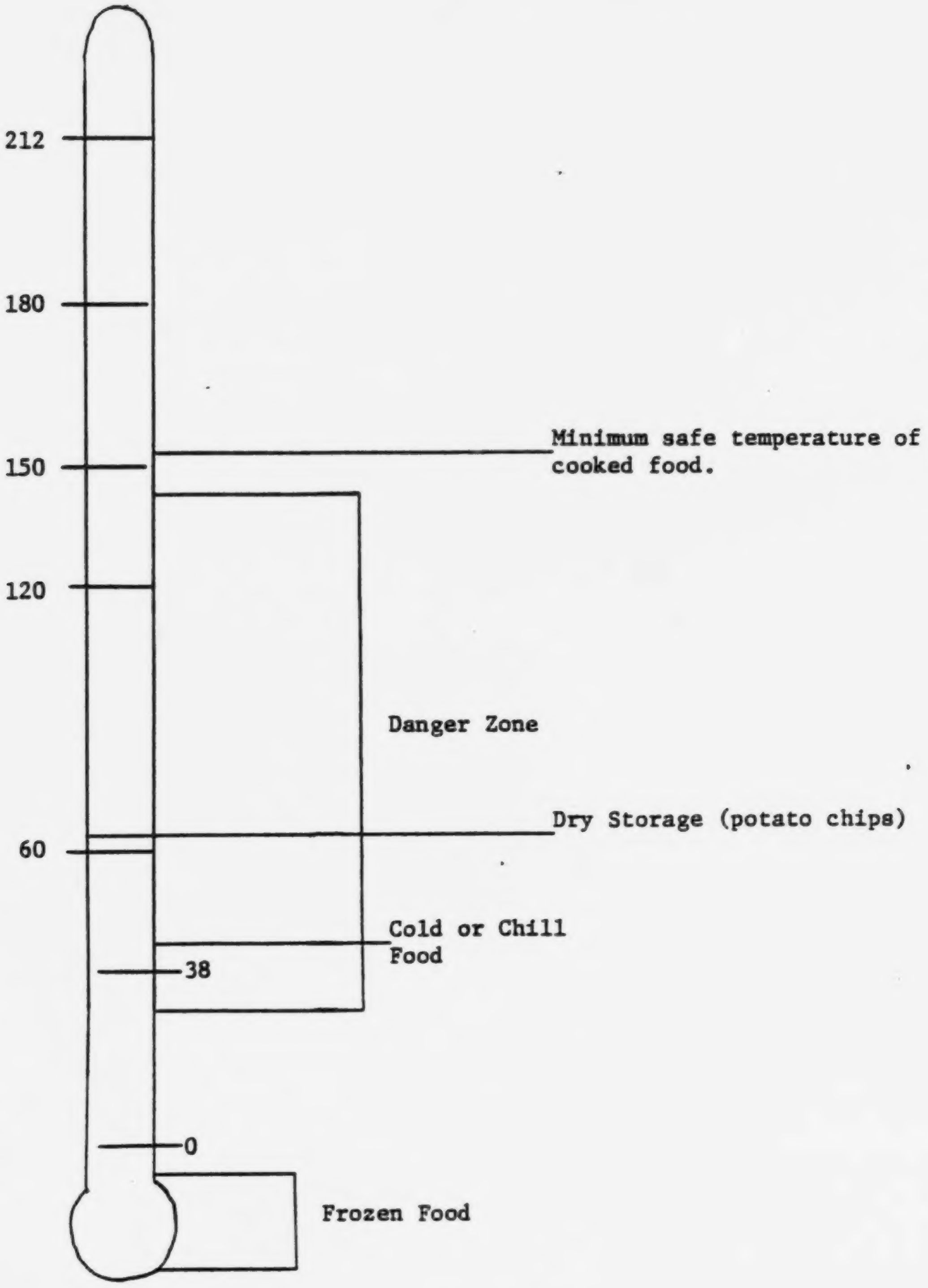
Pretest:

1. 35°-40°, refrigerator, tightly wrapped to prevent drying
2. 60°, dry storage, no exposure to moisture
3. 35°-40°, refrigerator, tightly sealed jar
4. 35°-40°, refrigerator, covered container
5. 0°-10°, freezer, tightly wrapped to prevent damage from air and moisture
6. 35°-40°, refrigerator, sealed in plastic bags
7. 35°040°, refrigerator, tightly sealed jar
8. 65°, dry storage, sealed container to insure freshness/crispness
9. 65°-70°, dry storage, covered container, cool, dry location
10. 35°-40°, refrigerator, tightly sealed jar

Activity 1:

1. Jim must follow stock rotation procedures. Never use bulged or damaged canned goods. If in doubt - don't use.

Activity 2:


212
180
Minimum safe temperature of cooked food.
150
120
Danger Zone
Dry Storage (potato chips)
60
Cold or Chill Food
38
0
Frozen Food

139

Activity 3:

Instructor's satisfaction

Posttest:

1. 35°-40°, refrigerator, tightly wrapped to prevent drying
2. 60°, dry storage, no exposure to moisture
3. 35°-40°, refrigerator, tightly sealed jar
4. 35°-40°, refrigerator, covered container
5. 0°-10°, freezer, tightly wrapped to prevent damage from air and moisture
6. 35°-40°, refrigerator, sealed in plastic bags
7. 35°-40°, refrigerator, tightly sealed jar
8. 65°, dry storage, sealed container to insure freshness/crispness
9. 65°-70°, dry storage, covered container, cool, dry location
10. 35°-40°, refrigerator, tightly sealed jar

DISHWASHER/KITCHEN HELPER ....

Job Skills:

Clean and sanitize dinnerware, flatware, and glassware

Terminal Performance Objective:

Given soiled dinnerware, flatware, and glassware, student will be able to clean and sanitize dinnerware, flatware, and glassware in the dish machine as evidenced by completion of "Dinnerware, Flatware, and Glassware Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Soiled dinnerware, flatware, and glassware
4. Detergent
5. Hose
6. Gong Brush
7. Cloths
8. Stainless cleaner
9. Flatware baskets

Pretest:

Directions: Perform the following skill activity.

1. Clean and sanitize soiled dinnerware, flatware, and glassware using the dish machine. Ask your instructor to check your skills.

SOURCES

Furneisen, Barbara K. and Katzenbach, Marie H., Food Service (Teacher's Guide), State of New Jersey, Department of Education, Division of Vocational Education, New Brunswick, New Jersey, 1978.

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1970.

Contents:

Directions: Read the following information.

Although all phases of sanitation in a food service establishment are important, one of the most obvious in breaking the chain of infection and disease is the proper cleaning and sanitizing of dinnerware, flatware, and glassware. Clearly, sanitizing can't kill all organisms but it can destroy the harmful ones.

As soiled dishes enter the dish room, like items should be grouped together, dinnerware in one area, flatware in another area, etc. The least soiled items such as dinnerware, flatware, and glassware should be washed together. Next, heavily soiled items such as cooking and baking utensils, preparation utensils, and condiment dispensers should be washed.

Scrape dishes by placing non-food items in the garbage can and rinsing food remains down the garbage disposal. Check to see that dishes are reasonably clean. Soak flatware for 15-20 minutes to loosen food particles.

Next, load racks. Space dishes so they will not overlap with each other and load dishes of the same size together. Place dinnerware on edge; turn cups, bowls, and glassware down. Evenly spread flatware on an open rack.

Check to see that the dish machine is ready for operation. Place wash arms and curtains in the machine. Tightly close drain valves and open the fill valve. Turn on dish machine motor and electronic equipment. Check to see that the heat for the tanks is on. Add detergent and add drying agent to reservoirs.

Water temperatures above 180°F will sanitize dinnerware, flatware, and glassware. Thus, the final rinse water must be between 180°-195°F. Similarly, prewash temperatures should be 100°-120°F; wash temperatures 155°-170°F; and rinse temperatures 165°-180°F.

Flatware must be washed twice. First on the open racks. Then, in the flatware baskets with handles down. After all dinnerware, flatware, and glassware has air dried, transfer flatware to another basket so it will be stored handles up. Flatware can be easily contaminated if handled by the eating end. An easy way to transfer flatware is to hold the full basket with the opening against the opening of an empty basket. Simply turn the full basket upside down. All the flatware will easily slip into the second basket.

Storage

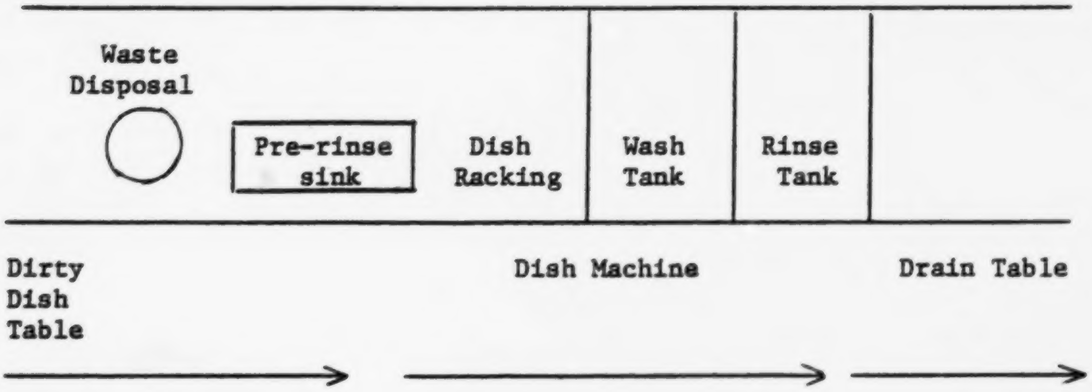
Storage procedures for dinnerware, flatware, and glassware should insure that these items will not be contaminated. They should be stored in proper storage space with closed doors.

Cleaning Dish Machine

The dish machine is cleaned daily (or after each meal) and weekly. Follow these steps for daily cleaning:

1. Pull scrap trays and clean them with a gong brush.
2. Run trays and curtains through the dish machine.
3. Scrub down dish tables; rinse; and squeeze.
4. Scrub tanks with gong brush while the machine is draining.
5. Hose down the inside of the machine, clean outside of soap dispenser and use a stainless cleaner on the outside of the machine.
6. Fill tanks allowing water to overflow 2-3 minutes.
7. Replace scrap trays and curtains. A common dish machine station is illustrated below (Figure 1).

Figure 1 Dish Machine Station



Follow these steps for weekly cleaning:

1. Clean the machine following the daily cleaning procedures
2. Remove wash arms, remove foreign materials, and replace wash arms
3. Remove rinse jets and clean lime or iron deposits
4. Turn off soap dispenser and final rinse
5. Fill machine
6. Add detergent or delime solution to each tank; run machine for 45 minutes; and drain
7. Scrub all tanks and hose down machine
8. Replace rinse jets
9. Clean outside with stainless cleaner
10. Finally, turn on soap dispenser and final rinse

Posttest:

Directions: Clean and sanitize soiled dishware, flatware, and glassware using the dish machine.

Dinnerware, Flatware, and Glassware Checklist

		Yes	No
1.	Assembles equipment and supplies	___	___
2.	Follows safety and sanitary procedures	___	___
3.	Manages time	___	___
4.	Shows pride in work	___	___
5.	Shows initiative and dependability	___	___
6.	Makes sound decisions	___	___
7.	Cooperates with others	___	___
8.	Scrapes dishes	___	___
9.	Soaks flatware	___	___
10.	Loads racks	___	___
11.	Washes flatware twice	___	___
12.	Operates dish machine	___	___
13.	Washes items between 140°-170°F	___	___
14.	Rinses items between 170°-190°F	___	___
15.	Changes tank water when needed	___	___
16.	Items free of soil	___	___
17.	Items sanitized	___	___
18.	Items free of water spots	___	___
19.	Dries items	___	___
20.	Stores items	___	___
21.	Cleans machine after each meal	___	___
22.	Cleans machine weekly	___	___
23.	Keeps floor dry	___	___
24.	Keeps traffic ways clear	___	___
25.	Discards cracked dinnerware and glassware	___	___
26.	Inspects washed items	___	___
27.	Stores equipment and supplies	___	___

Key

Pretest:

1. Instructor's satisfaction

Dinnerware, Flatware, and Glassware Checklist

	Yes	No
a. Assembles equipment and supplies	___	___
b. Follows safety and sanitary procedures	___	___
c. Manages time	___	___
d. Shows pride in work	___	___
e. Shows initiative and dependability	___	___
f. Makes sound decisions	___	___
g. Cooperates with others	___	___
h. Scrapes dishes	___	___
i. Soaks flatware	___	___
j. Loads racks	___	___
k. Washes flatware twice	___	___
l. Operates dish machine	___	___
m. Washes items between 140°-170°F	___	___
n. Rinses items between 170°-190°F	___	___
o. Changes tank water when needed	___	___
p. Items free of soil	___	___
q. Items sanitized	___	___
r. Items free of water spots	___	___
s. Dries items	___	___
t. Stores items	___	___
u. Cleans machine after each meal	___	___
v. Cleans machine weekly	___	___
w. Keeps floor dry	___	___
x. Keeps traffic ways clear	___	___
y. Discards cracked dinnerware and glassware	___	___
z. Inspects washed items	___	___
aa. Stores equipment and supplies	___	___

Posttest:

Completion of "Dinnerware, Flatware, and Glassware Checklist."

P2.3B

CLEANS AND SANITIZES: CONDIMENT DISPENSERS AND UTENSILS

DISHWASHER/KITCHEN HELPER

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Clean and sanitize condiment dispenser, preparation utensils, and cooking/baking utensils

Terminal Performance Objective:

Given soiled condiment dispensers, preparation utensils, and cooking/baking utensils, student will be able to clean and sanitize condiment dispensers, preparation utensils, and cooking/baking utensils by ware washing as evidenced by completion of "Condiment Dispensers, and Preparation, Cooking/Baking Utensils Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Soiled condiment dispenser, and preparation, cooking/baking utensils
4. Detergent
5. Sanitizing solution
6. Brushes
7. Cloths

Pretest:

Directions: Perform the following skill activity.

1. Clean and sanitize soiled condiment dispensers and preparation, cooking/baking utensils by ware washing. Ask your instructor to check your skills.

Contents:

Condiment dispensers, preparation utensils, and cooking and baking utensils can be hand washed (ware washing) or they may be washed in the dish machine. Your job supervisor will advise you regarding which items to wash in the dish machine and which items to wash by hand. Typically, large heavily soiled items and items constructed of wood are best washed by hand. Since you learned to operate the dish machine when you completed the sanitation packet on dinnerware, flatware, and glassware, you will learn ware washing procedures for the cleaning and sanitizing of condiment dispensers, preparation utensils, and cooking and baking utensils.

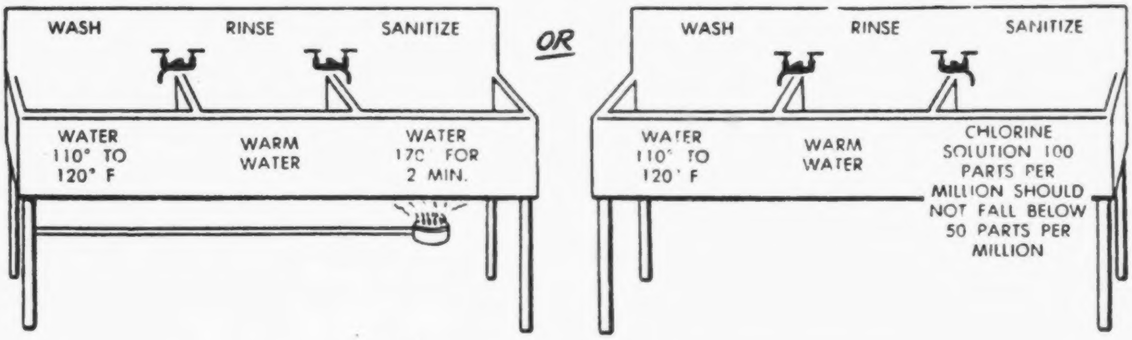
Check to see that you have (in addition to the detergent and sanitizer) a brush, scraper, and clean cloths.

Then, you will be ready to begin.

Ware wash the least soiled items first. Scrape refuse and waste from utensils into the garbage can. If utensils are heavily soiled with dried on food particles, presoak at 130° to 140°F before beginning the washing process. Presoaking will soften food particles.

Prepare the sinks by placing detergent and hot water (110° to 120°F) in one sink. Next, place rinse water in one sink. The last sink will sanitize utensils. Either hot water (170°F) or a chemical (chlorine or iodine) may be used. (Figure 1)

Figure 1 Ware Washing


WASH
RINSE
SANITIZE
WATER 110° TO 120° F
WARM WATER
WATER 170° FOR 2 MIN.
OR
WASH
RINSE
SANITIZE
WATER 110° TO 120° F
WARM WATER
CHLORINE SOLUTION 100 PARTS PER MILLION SHOULD NOT FALL BELOW 50 PARTS PER MILLION

Pictorial Source: U.S. Public Health Service

Wash utensils by scrubbing with a clean brush. With the brush, remove all food particles. Always drain the sink when the water becomes soiled. Keep this sink filled with fresh water and detergent.

After washing, place utensils in the rinse sink. Also keep this sink free of grease. Change water often to keep water free of suds. Rinse all parts of the utensils.

Then, place utensils in the sanitizing sink. Iodine and chlorine solutions are effective sanitizing solutions for a maximum of two hours. Cover utensils completely with hot water (180°F). Hold under water for 30 seconds. Drain utensils on clean surface or on a rack. Allow to air dry. The residual heat left on utensils aids in rapid air drying. Generally, dish towels are not used to dry utensils because bacteria can be easily spread from towel to utensil.

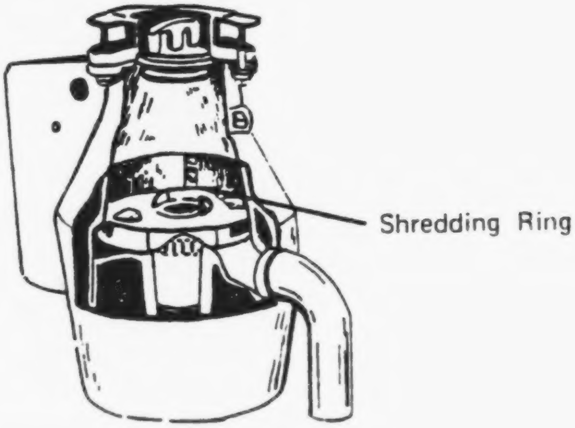
Use lemon juice to remove discoloration on stainless steel utensils. Caution must be used with steel wool. Steel fragments may be left in the utensil and can contaminate food preparation.

It is important to store clean, sanitized utensils and equipment properly so as not to allow contamination before they are used again. They should be properly stacked in clean, dust proof racks off the floor. Fingers must not touch surfaces that come in contact with food or drink.

Washing brushes and cleaning cloths must be cared for, too. Wash brushes in hot detergent water after each use and rinse in hot water. Dip in sanitizing solution, shake, hang to dry. Rinse cleaning cloths to remove excess dirt. Place cloths in the bag to be sent to the laundry. Always discard sour rags.

The Waste Disposer

Food from dishes and preparation utensils will be scraped into the waste disposer.



Only grindable wet food garbage should go down the disposer. Turn the "on" button to operate. Water will automatically flow through the machine. However, if the water does not come on, turn the machine off until the connection is fixed. Feed garbage gradually through disposer. Do not allow bones, cobs, cores, paper, cantaloupe and watermelon rinds, and grapefruit peels into disposer. These items are ungrindable. Always keep fingers and hands away from the unit. Run unit five minutes after grinding stops. Clean unit by turning switch to the "off" position and washing with mild detergent.

Posttest:

Directions: Clean and sanitize condiment dispensers, preparation utensils, and cooking and baking utensils by ware washing.

Condiment Dispensers, and Preparation Cooking/Baking Utensils Checklist

		Yes	No
1.	Assembles equipment and supplies	___	___
2.	Follows safety and sanitary procedures	___	___
3.	Manages time	___	___
4.	Shows pride in work	___	___
5.	Shows initiative and dependability	___	___
6.	Makes sound decisions	___	___
7.	Cooperates with others	___	___
8.	Scrapes dishes	___	___
9.	Presoaks when needed	___	___
10.	Changes water often	___	___
11.	Washes at 110°-120°F	___	___
12.	Rinses	___	___
13.	Sanitizes	___	___
14.	Air dries utensils	___	___
15.	Stores	___	___
16.	Cares for brushes and cloths	___	___
17.	Cleans sinks	___	___
18.	Items free of food stains	___	___
19.	Items free of grease/smudges	___	___
20.	Keeps traffic ways clear	___	___
21.	Inspects washed items	___	___
22.	Stores equipment and supplies	___	___

SOURCES

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1970.

Key

Pretest:

1. Instructor's satisfaction

Condiment Dispeners, and Preparation Cooking/Baking Utensils Checklist

		Yes	No
a.	Assembles equipment and supplies		
b.	Follows safety and sanitary procedures		
c.	Manages time		
d.	Shows pride in work		
e.	Shows initiative and dependability		
f.	Makes sound decisions		
g.	Cooperates with others		
h.	Scrapes dishes		
i.	Presoaks when needed		
j.	Changes water often		
k.	Washes at 110°-120°F		
l.	Rinses		
m.	Sanitizes		
n.	Air dries		
o.	Stores		
p.	Cares for brushes and cloths		
q.	Cleans sink		
r.	Items free of food stains		
s.	Items free of grease/smudges		
t.	Keeps traffic ways clear		
u.	Inspects washed items		
v.	Stores equipment and supplies		

Posttest:

Completion of "Condiment Dispensers and Preparation, Cooking/Baking Utensils Checklist."

DISHWASHER/KITCHEN HELPER ...... CLEANS AND SANITIZES: BEVERAGE DISPENSERS AND ICE MACHINES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Clean and sanitize beverage dispenser and ice machine

Terminal Performance Objective:

Given soiled beverage dispenser and ice machine, student will be able to clean and sanitize beverage dispenser and ice machine as evidenced by completion of "Beverage Dispenser and Ice Machine Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Cloth
4. Cleaning agents
5. Sanitizing agents
6. Brush

Pretest:

Directions: Perform the following skill activity.

1. Clean and sanitize beverage equipment and an ice machine. Your instructor will check your skills.

Contents:

When cleaning all electrical equipment, general safety procedures should be followed. These safety procedures are as follows:

1. Unplug machine
2. Turn off all switches
3. Notify supervisor when in doubt about usage of equipment or when machine is not running properly.

Beverage Dispensers

Cream and milk pumps and dispensers should be cleaned daily. To clean pumps or dispensers, empty and rinse them with lukewarm or cold water. Hot water will set milk residue and the dispenser or pumps will be harder to clean. After rinsing, brush the surface of the dispenser or pump with a cleaning solution and rinse it with clean water. Soak the dispenser or pump in a sanitizer-cleaner for the time specified on the product label. Drain the solution from the equipment and air dry. Twice a month, apply an acid product solution to remove protein build-up or milkstone from the milk pump or dispenser. Rinse the equipment with warm water, sanitize, and air dry.

It is important to follow the manufacturer's directions for the use and care of dispensers. Keep this equipment thoroughly clean. Unclean equipment can breed bacteria. Also, keep the counter and work area around the beverage dispensers clean and sanitary. Wipe up spills immediately.

Ice Machine

The exterior of the ice machine should be cleaned daily with a damp cloth. Dry and polish the machine with a soft cloth. Periodically defrost the ice maker according to the manufacturer's directions. To clean the interior of the ice maker, wipe the sides with a cleaning solution. Rinse the interior with room-temperature water and air dry.

Posttest:

Directions: Clean and sanitize a beverage dispenser and an ice machine. Your instructor will check your skills.

Beverage Dispenser and Ice Machine Checklist

	Yes	No
1. Assembles supplies	___	___
2. Follows safety and sanitary procedures	___	___
3. Manages time	___	___
4. Shows pride in work	___	___
5. Shows initiative and dependability	___	___
6. Makes sound decisions	___	___
7. Cooperates with others	___	___
8. Cleans machine	___	___
9. Sanitizes machine	___	___
10. Dismantles removable parts	___	___
11. Returns parts	___	___
12. Polishes exterior	___	___
13. Returns supplies	___	___
14. Cleans area	___	___

SOURCES

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, NY, 1971.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Key

Pretest:

1. Instructor's satisfaction

Beverage Dispenser and Ice Machine Checklist

	Yes	No
a. Assembles supplies	___	___
b. Follows safety and sanitary procedures	___	___
c. Manages time	___	___
d. Shows pride in work	___	___
e. Shows initiative and dependability	___	___
f. Makes sound decisions	___	___
g. Cooperates with others	___	___
h. Cleans machine	___	___
i. Sanitizes machine	___	___
j. Dismantles removable parts	___	___
k. Returns parts	___	___
l. Polishes exterior	___	___
m. Returns supplies	___	___
n. Cleans area	___	___

Posttest:

Completion of "Beverage Dispenser and Ice Machine Checklist."

S2.1

BUS PERSON.... IDENTIFIES FOOD HOLDING AND SERVING TECHNIQUES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Identify food holding techniques which prevent food contamination

Identify food serving techniques which prevent food contamination

Terminal Performance Objective:

Given a list of already prepared hot and cold food items and a request to identify the holding techniques to consider during service period, the student will be able to identify food holding techniques which prevent contamination as evidenced by completion, with 100% accuracy, of "Food Serving and Holding Techniques Sheet."

Given a description of a situation in which guests are served by a food service employee, the student will be able to identify food serving techniques which prevent food contamination as evidenced by completion, with 100% accuracy, of "Food Serving and Holding Techniques Sheet."

Materials Needed:

1. This packet
2. Pen or pencil

Pretest:

Directions: Answer the following questions.

1. Identify the holding temperatures for each of the following hot and cold food items.

    a. banana cream pie
    b. roast beef
    c. gravy
    d. ham
    e. cottage cheese

2. Identify 10 food serving techniques John should follow when serving food at Bo-Bo's Coffee Shop.

    a.
    b.
    c.
    d.
    e.
    f.
    g.
    h.
    i.
    j.

Contents:

Directions: Read the following information.

Food Holding Techniques

In food service facilities, hot and cold food items may be held on a serving line for extended periods of time. It is extremely important to avoid holding these food items in the danger zone of 140°F-40°F since this is the range bacteria can quickly multiply. Therefore, the internal temperature of hot foods must be held over 140°F while that for cold foods must be held under 40°F.

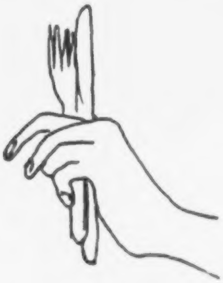
Activity 1:

Directions: Identify food handling temperatures (during the service period) for the following hot and cold food items.

1. poached fish fillet
2. gravy
3. mashed potatoes
4. tuna fish
5. white sauce

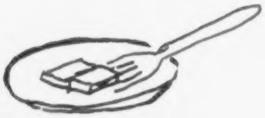
Food Serving Techniques

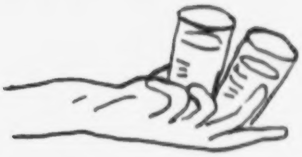
It is the responsibility of each food service employee to follow correct food serving techniques. Some of the techniques are listed.



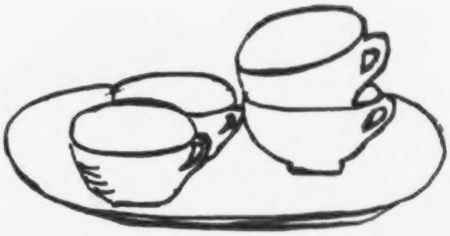
1. Hold dinnerware by handles only.

2. Pick up margarine pats with forks, do not leave your fingerprints.

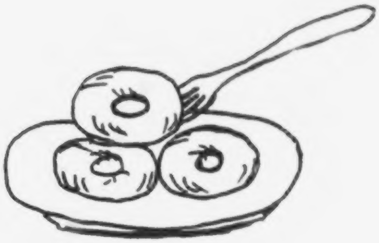




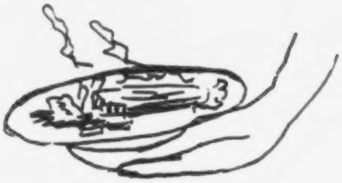
3. Hold glasses by the base or stem, not by the rim.



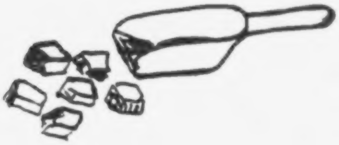
4. To avoid contamination, do not stack cups.



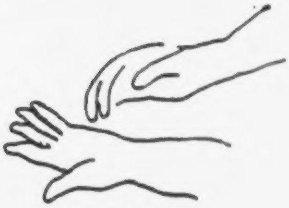
5. Handle rolls and pastries with a fork, tongs, or a piece of clean waxed paper, not with your hands.



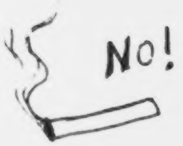
6. Place hands under plates of food keeping your hands and fingers away from food.



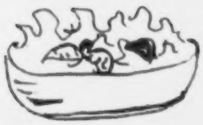
7. Pick up ice in a scoop, not with your hands.



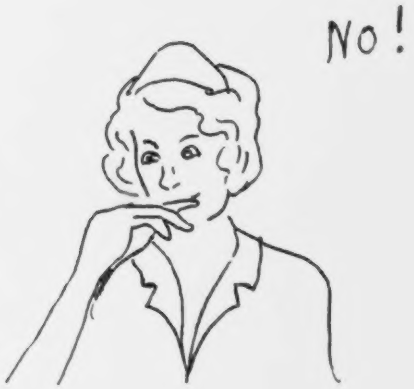
8. Wash your hands and nails frequently, especially after visiting the lavatory.



9. Do not smoke in food preparation areas.



10. Keep your hand away from your face and hair.

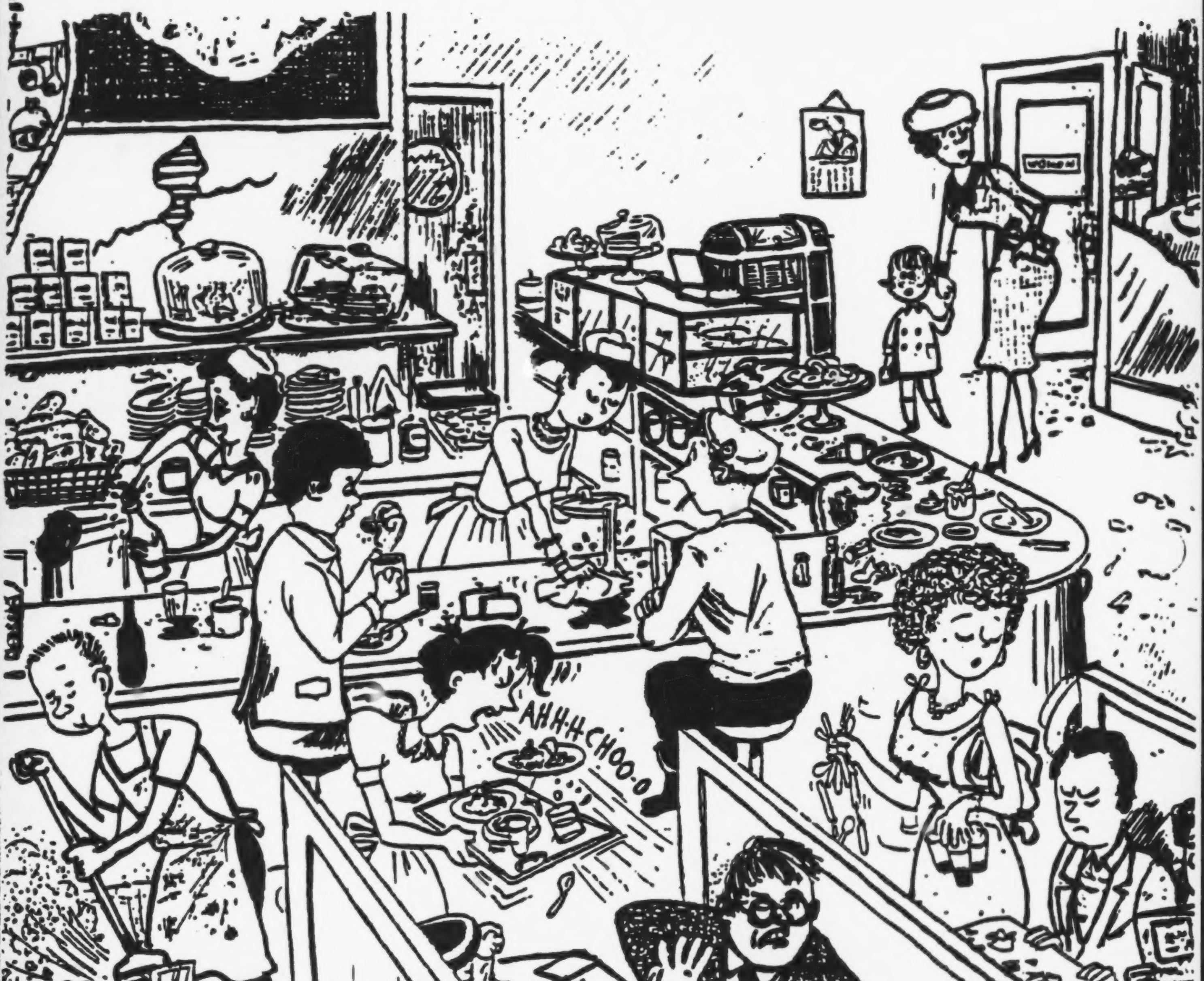


Activity 2:

Directions: Answer the following questions.

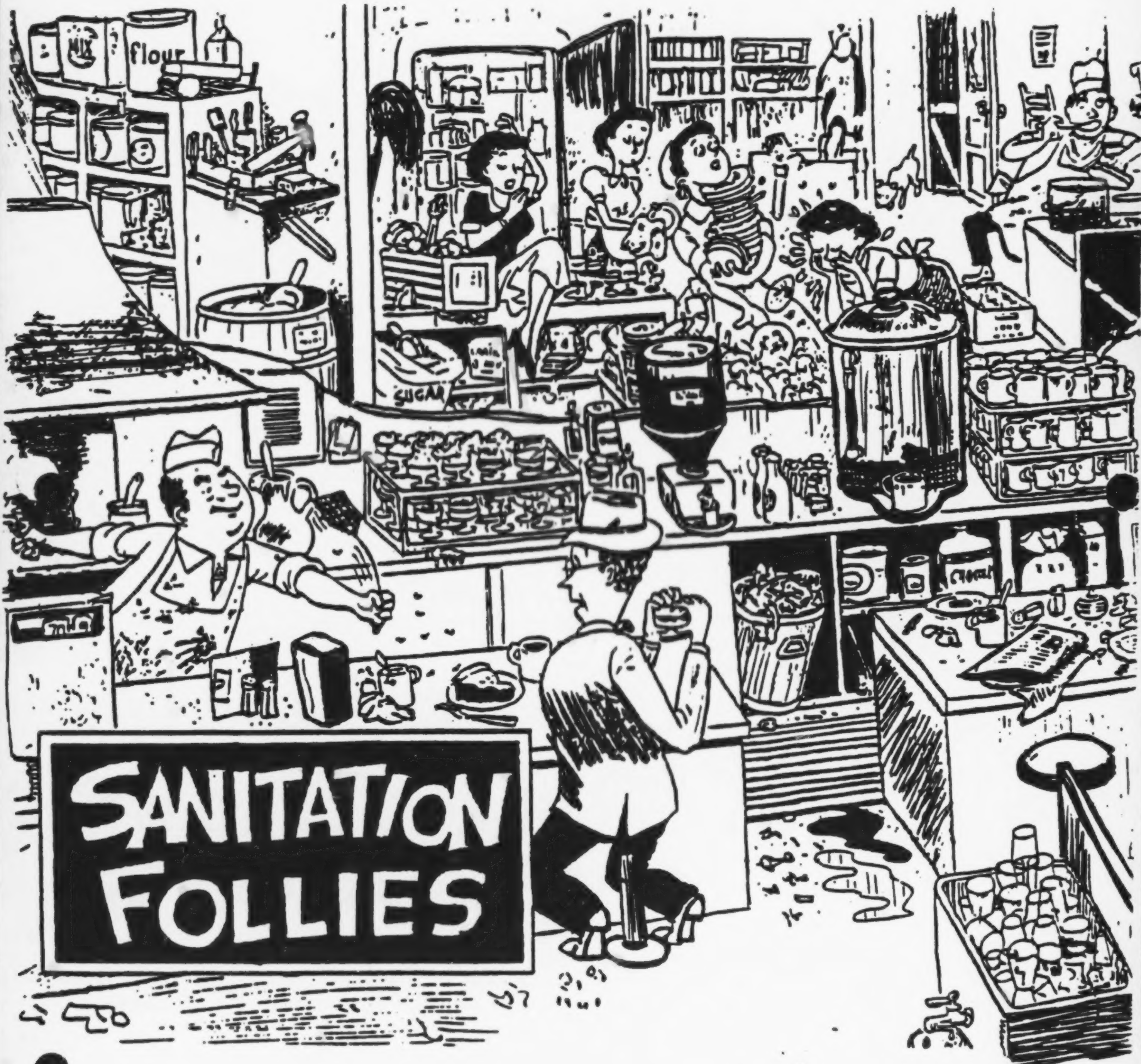
1. Examine "Sanitation Follies." List at least 10 serving techniques which may cause food contamination.

   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.


WOMEN
AHHHCHOO-O

Copyright 1971 by The Single Service Institute, Inc.

Source: Arizona Department
Health Services


MIX
flour
SUGAR
SANITATION FOLLIES

Posttest:

Directions: Answer the following questions.

Food Serving and Holding Techniques Sheet

1. Identify food holding temperatures (during the service period) for the following hot and cold food items.

   a. clam chowder
   b. roast beef
   c. whole kernel corn
   d. tuna fish salad
   e. pork roast
   f. egg salad sandwich filling
   g. potato salad
   h. ham
   i. hollandaise sauce
   j. milk

2. Identify food serving techniques that Sarah should have followed.

   A table of four had arrived in Sarah's station. Since this was her first table, she wanted to be sure she did everything correctly. The first thing she was supposed to do was bring out water. Grabbing the glasses, she scooped the crushed ice into the glasses with her hand, filled them with water and served them to her customers holding them by the rim.

   After taking the order, Sarah had to bring out the salads. As she was reaching into the refrigerator to get the salads, she broke off one of her brightly polished fingernails; however, she didn't have time to file it down, so she chewed it off the best she could. Now, she was late getting out the salads. Keeping her cool, she served the salads with no problem, but one of her customers dropped their salad fork on the floor. So, because she was already late, she wiped it off on her uniform and handed the fork to the customer, holding it by the tines so the customer could grab the handle and proceed to eat.

   Now it was time to bring out the main course. As Sarah was bringing out the main course, she had to sneeze, but it came suddenly and sprayed all over the food. Also, she had some hair that would not stay out of her eyes, but by pushing it back one more time, that was taken care of. Now one of her customers needed some butter, so she handed him three pats upon his request.

   Finally, she could relax until they finished eating.

SOURCES

Abraharrison, Donna and Wilson, Carl, Criterion Referenced Tests: Sanitation-Food Service Occupations.

Hatchett, Melvin S., Food Service, Distributive Education, Instructional Materials Laboratory, Division of Extension. The University of Texas at Austin, 1970.

Key

Pretest:

1a. 35°-40°F
b. 140°F and above
c. 140°-155°F
d. 140°F and above
e. 35°-40°F

2a. grip by handles
b. pick up margarine pats with forks
c. hold glasses by the base or stem
d. don't stack cups
e. handle rolls with fork, tongs, or waxed paper
f. carry plates underneath
g. pick up ice with a scoop
h. wash hands
i. don't smoke
j. keep hands away from face and hair

Activity 1:

1. 140°-155°F
2. 140°-155°F
3. 140°-155°F
4. 35°-40°F
5. 140°-155°F

Activity 2: **Sanitation Follies**

1. Dirty floor with spills
2. Cook swatting fly over customer's pie
3. Foreign object in food
4. Lids not tightly on pastry items
5. Sweeping in area where food is served
6. Waitress sneezing on food
7. Dishes not cleared on counter
8. Waitress putting finger in milk bottle
9. Garbage can overflowing on floor
10. Waitress handling silver and glassware on surfaces used by customers
11. Glassware not all stored with open end down
12. Waitress used liquid from used plate in wiping counter

Posttest:

1a. 140°-155°F
b. 140°F and above
c. 140°F and above
d. 35°-40°F
e. 140°F and above
f. 35°-40°F
g. 35°-40°F
h. 145°F and above
i. 145°-155°F
j. 35°-40°F

2. Pick up ice in a scoop.
Handle glasses by the base.
Don't wear nail polish.
Wash hands after placing fingers in mouth.
Never use dinner from the floor.
Grip silverware by handles only.
Don't sneeze over food.
Keep hands away from face and hair.
Pick up margarine with fork.

BUS PERSON...... PRACTICES GENERAL HOUSEKEEPING PROCEDURES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Clean and sanitize woodwork
Wipe off tables/chairs/booths
Clean employee break area

Terminal Performance Objective:

Given dirty woodwork, tables/chairs/booths, and employee break area, student is able to clean and sanitize woodwork, wipe off tables/chairs/booths, and clean employee break area as evidenced by completion of "General Housekeeping Checklist."

Materials Needed:

1. This packet

2. Pen or pencil

3. Cleaning agents

4. Sponge

Pretest:

Directions: Perform the following skill activity.

1. Clean and sanitize woodwork, wipe off tables/chairs/booths, and clean employee break area. Ask your instructor to check your skills.

Contents:

General Housekeeping

Clean and sanitary houskeeping procedures are a must for all food service facilities. Cleaning removes visible soil while sanitizing reduces micro-organisms. Clearly, one's ability to attract and keep the buying public is dependent upon clean facilities; on the outside (parking lot, entry way, back door - receiving area) and on the inside (dining room, kitchen, storage area). Good housekeeping cannot be accomplished by one or two people, there must be teamwork by all food service personnel. Whether specific work duties are in the kitchen, storage areas, or dining room, all employees must work as an efficient team in maintaining clean, sanitary conditions.

Woodwork

The front-of-the-house is the showcase of the a food service facility. Woodwork, tables, chairs, and booths should be cleaned and repaired as often as needed to insure proper appearance, cleanliness, and safety.

Cleaning and sanitizing woodwork keeps spider webs from forming and will remove fallen food particles which left unattended could become permanent. Proper housekeeping practices extend the life of woodwork; keep it free of streaks; and help to maintain a sanitary facility.

Tables/Chairs/Booths

After each table , chair, and booth has been occupied, it must be thoroughly cleaned. Table tops in addition to accessory items such as salt and pepper shakers and the sugar containers should be wiped with a clean wet cloth.

This practice will remove any sticky or greasy film. Also, check chairs for crumbs. Every few days, dust wooden chairs and benches. Upholstered furniture needs daily vacuuming and spot removal. Check for smoldering cigarette butts in padded or upholstered furniture.

Employee Break Area

This area, as with others, should be free from dust, dirt, and accumulated debris. Careless attention to this area may result in safety and sanitation problems such as unwanted insects and bugs. Employee lockers should be cleaned regularly and kept free of any food items.

Posttest:

Directions: Clean and sanitize woodwork, wipe off tables/chairs/booths, and clean employee area. Ask your instructor to check your skills.

General Housekeeping Checklist

General	Yes	No
1. Assembles equipment and supplies	___	___
2. Follows safety and sanitary practices	___	___
3. Manages time	___	___
4. Shows pride in work	___	___
5. Shows initiative and dependability	___	___
6. Makes sound decisions	___	___
7. Cooperates with others	___	___
8. Returns and stores equipment and supplies	___	___
Woodwork		
9. Selects correct cleaning and sanitizing agents	___	___
10. Cleans and sanitizes woodwork	___	___
11. Free from streaks	___	___
Tables/Chairs/Booths		
12. Free from streaks, stickiness, or film	___	___
13. No crumbs	___	___
14. Free from dirt/dust	___	___
Employee Break Area		
15. Ash trays emptied	___	___
16. Litter removed	___	___
17. Waste baskets emptied	___	___
18. Tables, chairs, booths, and counters clean	___	___
19. Items in proper place	___	___
20. Locker free from accumulated trash and debris	___	___

SOURCES

Abrahamson, Donna and Wilson, Carol, Criterion Referenced Tests: Sanitation-Food Service Occupations.

Border, Barbara A., Food Safety and Sanitation, Gregg Division, McGraw-Hill Book Company, 1979.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), Distributive Education Instructional Materials Laboratory, Division of Extension, the University of Texas at Austin, 1970.

Key

Pretest:

1. Instructor's satisfaction

General Housekeeping Checklist

	Yes	No
General		
a. Assembles equipment and supplies	___	___
b. Follows safety and sanitary practices	___	___
c. Manages time	___	___
d. Shows pride in work	___	___
e. Shows initiative and dependability	___	___
f. Makes sound decision	___	___
g. Cooperates with others	___	___
h. Returns and stores equipment and supplies	___	___
Woodwork		
i. Selects correct cleaning and sanitizing agents	___	___
j. Cleans and sanitizes woodwork	___	___
k. Free from streaks	___	___
Tables/Chairs/Booths		
l. Free from streaks, stickiness or film	___	___
m. No crumbs	___	___
n. Free from dirt/dust	___	___
Employee Break Area		
o. Ash trays emptied	___	___
p. Litter removed	___	___
q. Waste baskets emptied	___	___
r. Tables, chairs, booths, and counters clean	___	___
s. Items in proper place	___	___
t. Locker free from accumulated trash and debris	___	___

Posttest:

Completion of "General Housekeeping Checklist."

S2.3

BUS PERSON .... ARRANGES TABLES AND CHAIRS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Arrange tables and chairs

Terminal Performance Objective:

Given a request to arrange tables and chairs, the student will be able to arrange tables and chairs including table coverings for reservations as evidenced by completion of "Arranging Tables and Chairs Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Tables
4. Chairs
5. Tablecloth
6. Silence cloth

Pretest:

Directions: Perform the following skill activity.

1. Arrange tables and 40 chairs in a U-shape with a maximum of 6 chairs per table plus a head table of 4. Cover each table with a silence cloth and tablecloth. Ask your instructor to check your skills.

Contents:

Arrange Tables and Chairs

Special table arrangements involve consideration of several factors:

1. The type of function
2. The number of guests
3. The type of intended service
4. The amount of equipment needed
5. The shape of the room
6. Whether a head table is to be used

Most rooms lend themselves best to a limited number of arrangements. As a rule, there are certain ways of setting up tables in any room in a food service facility which have been proven to work best

In order to set up a room, you must know the following:

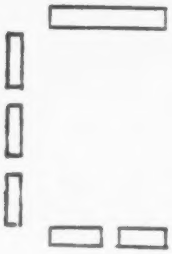
1. Number of guests
2. Seating arrangements
3. Space and amount of flatware needed for each cover
4. Type of linen, flatware, and glassware
5. Decorations
6. Music
7. Speaker: lecturn or raised platform
8. Microphone and loud speaker arrangements
9. Menu being served

The seating arrangement should be well planned and never over crowded. The following chart gives general estimates for the number of persons seated for various table shapes and sizes.

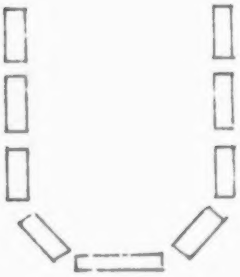
Round Tables	Persons Used
48" diameter	6
54" diameter	6-8
60" diameter	8-10
66" diameter	10
72" diameter	10-12

Oblong Tables	Persons Used
30" x 48"	4-6
30" x 60"	6
30" x 72"	6-8
30" x 96"	8-10

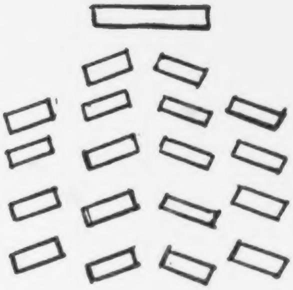
Possible table arrangements using oblong tables are L-shape, U-shape, herring-bone, and hollow square.



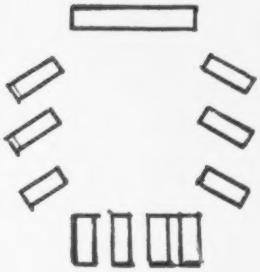
L-shape



U-shape



Herringbone



Hollow Square

Place Table Coverings

Tables should be thoroughly washed before tablecloths are laid. Table bases should be kept clean, too. Chairs should be wiped free of crumbs. Broken or splintered chairs and/or table legs should be reported and then removed for repair.

Tablecloths should fall freely over the table. Cloths of the proper size will not extend below chair seats. Cloths should always be laid right side up, with creases up, not down. Cloths should be placed in the exact center of tables so that all sides are even. A pad, called a "silencer," under a tablecloth minimizes noise and gives tables a better appearance.

When place mats are used instead of tablecloths, one mat should be placed approximately one inch from the table edge, for each chair at the table.

The waiter/waitress should check the reservation book for reserved tables in his/her section. Reservation cards should be placed on the appropriate tables(s). Often the guests' name will also appear on the card.

Replenish Food

During table service, the waiter/waitress must be sensitive to the needs of the guests. Guests may need more rolls or butter during the meal. Their water and coffee containers should be continuously checked. Beverages should be replenished from the right without interrupting the table conversation.

For buffet service food items, too, must be constantly checked. If food items are getting low, a fresh container should be brought in. Guests should never have to stand and wait for buffet foods. The foods should be replenished before they are needed.

Posttest:

Directions: Arrange tables and 40 chairs in a U-shape with a maximum of 6 chairs per table plus a head table of 4. Cover each table with a silence cloth and tablecloth.

Arranging Tables and Chairs Checklist

	Yes	No
1. assembles materials	___	___
2. follows personal safety habits	___	___
3. follows safety procedures	___	___
4. arranges tables and chairs	___	___
5. sets up head table	___	___
6. sets 6 chairs per table	___	___
7. allows room for movement	___	___
8. area neat	___	___
9. sets up according to reservations/use	___	___
10. places silence cloth	___	___
11. places tablecloth	___	___
12. uses clean linens	___	___
13. shows pride in work	___	___
14. manages time	___	___
15. shows initiative	___	___
16. makes sound decisions	___	___
17. shows dependability	___	___
18. cooperates with others	___	___
19. contributes to a team effort	___	___

SOURCES

Evenson, Sylvia and Sterzinger, Sonja, A Training Guide Waiter Waitress, Minnesota Curriculum Service Center, White Bear Lake, Minnesota.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), The University of Texas at Austin, Austin, Texas, 1970.

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

Key

Pretest:

1. Instructor's satisfaction

Arranging Tables and Chairs Checklist

	Yes	No
a. assembles materials	___	___
b. follows personal safety habits	___	___
c. follows safety procedures	___	___
d. arranges tables and chairs	___	___
e. sets up head table	___	___
f. sets 6 chairs per table	___	___
g. allows room for movement	___	___
h. area neat	___	___
i. sets up according to reservation/use	___	___
j. places silence cloth	___	___
k. places tablecloth	___	___
l. uses clean linens	___	___
m. shows pride in work	___	___
n. manages time	___	___
o. shows initiative	___	___
p. makes sound decisions	___	___
q. shows dependability	___	___
r. cooperates with others	___	___
s. contributes to a team effort	___	___

Posttest:

Completion of "Arranging Tables and Chairs Checklist."

S2.4

BUS PERSON .... CLEANS AND CLEARS TABLES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Clean and clear tables

Terminal Performance Objective:

Given a request to clean and clear tables, the student will be able to clean up spills, replace ashtrays, crumb tables, and remove soiled tableware as evidenced by completion of "Cleaning and Clearing Tables Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Table/chairs
4. Tableware
5. Ashtray
6. Bus towel
7. Napkins
9. Tools for crumbing
10. Bus cart/tray

Pretest:

Directions: Perform the following skill activity.

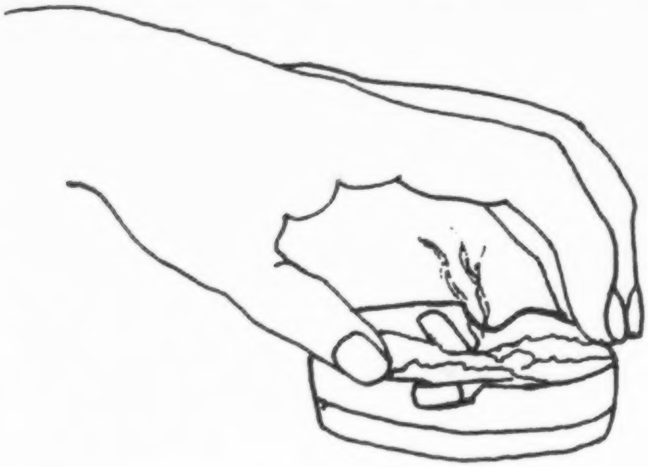
1. Clean and clear tables by cleaning up spills, replacing ashtrays, crumbing tables, and removing dinnerware. Ask your instructor to check your skills.

Contents:

Table Cleaning

Spills should be wiped up immediately without embarrassment to the customer. A clean bus towel should be used to blot up liquids. If a stain remains, a clean nakpin can be placed over the affected area and table items arranged so the guest will be able to forget the spill and resume dining.

Keep ashtrays clean at all times. To replace a soiled ashtray during service, put a clean ashtray down and place on top of the dirty ashtray (see illustration).



Then remove the soiled ashtray from table to tray. Put the clean ashtray on the table. This method prevents ashes from flying around and into the customers' food. Check to see if more than one ashtray is needed on the table.

Between courses, crumb tables and dispose of paper articles. You may use a brush or simply a folded napkin. Crumbing is most important when hard rolls or crusty breads have been served. Your actions should not disturb the guests' conversation. Never pick up crumbs with your fingers or make any comments regarding the amount of crumbs on the table.

After every course soiled dishes and condiment containers should be removed from the left and the beverage from the right. Platters and other serving dishes should be removed first or they may be removed as soon as they are empty. Hot tea and coffee service should be left until after the completion of the dessert course. Water glasses should remain on the table and should be filled as long as the guests are seated.

Table Clearing

Removing soiled tableware from tables is a table clearing duty usually assigned to the bus person. Use trays or carts to save steps and to decrease the amount of time spent on the task. When carrying the loaded trays or pushing carts, watch where you are going. Do not go too fast. As a safety precaution, back through the door to the kitchen or dishroom. This helps to prevent spills if someone happens to be coming through the door at the same time.

Take care to pick glassware up by the base, utensils by the handles, and plates by the rim. This practice helps protect the employee from any diseases or illnesses the customer may have.

Clear tables and stations as quietly and as quickly as possible. Other customers should be unaware of your activities.

Pick up all of one item, such as glassware, before starting with another item. This practice helps to speed up the task.

Scrape dishes into the proper container yet never in view of customers. Stack dishes according to size, with large dishes on the bottom. Do not stack glasses or coffee cups. Glasses can become firmly stuck together and stacked cups tip over easily. Instead, lay them on their sides. Place silverware in appropriate containers or together in one place.

Remove tablecloth or place mats from the table by folding them so that the crumbs will not fall on the floor. Dispose of paper goods and place soiled linen in designated receptacle.

After clearing a table, wipe it clean with a towel used only for table top (bus towel). Use a second dry towel, or napkin for wiping seats in booths or on chairs. Wipe crumbs into your hand or onto a plate, not onto the floor.

When depositing dirty dishes in the dishroom, do it in an organized way. Place plates of the same size in stacks and silverware in a presoak solution or in bins with silverware of the same kind. Put glasses and cups upside down in cup and glass racks.

SOURCES

Evenson, Sylvia and Sonja, Sterzinger, A Training Guide Waiter Waitress, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), The University of Texas at Austin, Austin, Texas, 1970.

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

Posttest:

Directions: Clean and clear tables by cleaning up spills, replacing ashtrays, crumbing tables, and removing dinnerware.

Cleaning and Clearing Tables Checklist

	Yes	No
1. uses personal hygiene	___	___
2. follows personal safety habits	___	___
3. uses sanitation techniques	___	___
4. follows safety procedures	___	___
5. cleans up spills during table service	___	___
6. covers stain with napkin (if needed)	___	___
7. replaces soiled ashtrays during service	___	___
8. crumbs table during service	___	___
9. crumbs are removed	___	___
10. guests are not disturbed	___	___
11. removes soiled dinnerware from tables during service	___	___
12. removes paper items from table during service	___	___
13. removes dinnerware	___	___
14. stacks by like items	___	___
15. works without breakage	___	___
16. loads bus tray or cart	___	___
17. works quietly	___	___
18. picks up glassware by base	___	___
19. picks up dinnerware by rim	___	___
20. picks up flatware by handle	___	___
21. cleans tables and chairs	___	___
22. removes tray or cart to dishroom	___	___
23. shows pride in work	___	___
24. manages time	___	___
25. contributes to a team effort	___	___

Key

Pretest:

1. Instructor's Satisfaction

Cleaning and Clearing Tables Checklist

	Yes	No
a. uses personal hygiene	___	___
b. follows personal safety habits	___	___
c. uses sanitation techniques	___	___
d. follows safety procedures	___	___
e. cleans up spills during table service	___	___
f. covers stain with napkin (if needed)	___	___
g. replaces soiled ashtrays during service	___	___
h. crumbs table during service	___	___
i. does not disturb guests	___	___
j. removes soiled dinnerware from tables during service	___	___
k. removes paper items from table during service	___	___
l. removes dinnerware	___	___
m. stacks by like items (when appropriate)	___	___
n. works without breakage	___	___
o. loads bus tray or cart	___	___
p. works quietly	___	___
q. picks up glasses by base	___	___
r. picks up dinnerware by rim	___	___
s. picks up flatware by handle	___	___
t. cleans tables and chairs	___	___
u. removes tray or cart to dishroom	___	___
v. shows pride in work	___	___
w. manages time	___	___
x. contributes to a team effort	___	___

Posttest:

Completion of "Cleaning and Clearing Tables Checklist."

P3.1

PREP COOK .... USES AND CARES FOR KNIVES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Cut vegetables with French knife

Sharpen and steel knives

Terminal Performance Objective:

Given a request to dice and julienne cut vegetables, student will be able to cut vegetables with a French knife as evidenced by completion of "Hand Cutlery Checklist."

Given an assortment of three dull knives, student will be able to sharpen and steel knives as evidenced by completion of "Hand Cutlery Checklist."

Materials Needed:

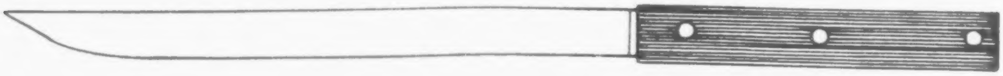
1. This packet
2. Pen or pencil
3. Carrots
4. Chopping board
5. French knife
6. Dull knives
7. Hand stone
8. Steel

Pretest:

Directions: Answer the following questions and perform the following skill activities.

From a selection of knives, choose the appropriate knife for each of the following.

___1. slice ham
___2. chop bones
___3. dice
___4. fillet fish
___5. pare



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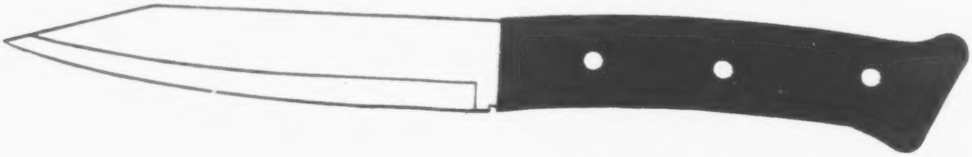

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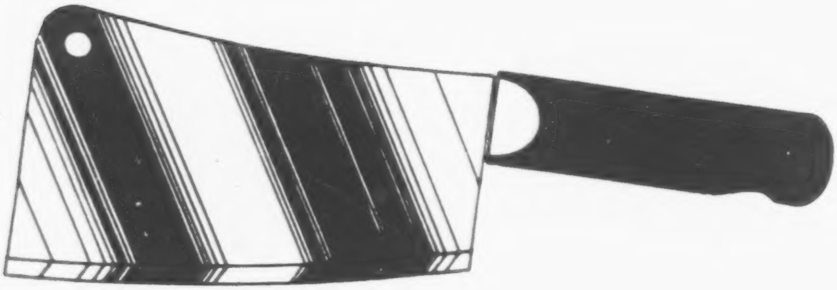

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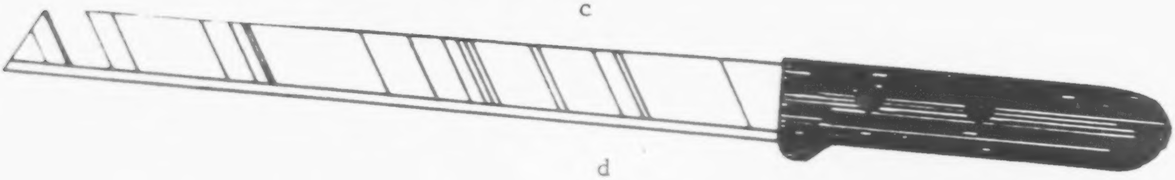

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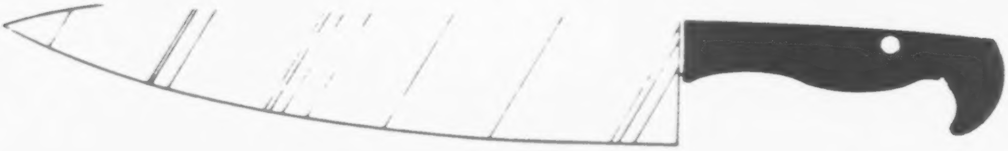


e

6. Dice and julienne 1# carrots. Ask your instructor to check your skills.

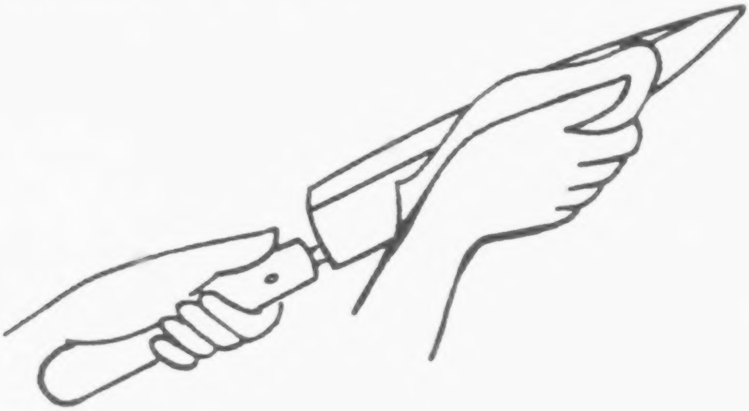
7. Sharpen and steel a knife. Ask your instructor to check your skills.

Contents:

Knife Use and Care

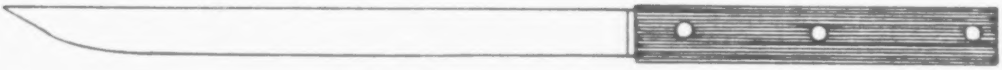
Knives are among the most important tools for the chef. They are so important, in fact, that many chefs own their own personal set of knives; allowing no one else to use them and taking the knives with them when they leave the job. Even though you may not own your own set of knives, knives will be an important tool for you to master.

Proper care and storage of knives will keep them sharp and safe for use. Store knives on a separate rack when possible. This will keep them from rubbing against each other, which causes blades to dull. Also, the rack will prevent accidental cuts caused by crowded drawer storage. Wash them separately from other tools, for serious cuts may result from dumping knives into soapy dish water. Thoroughly wash knives after use.



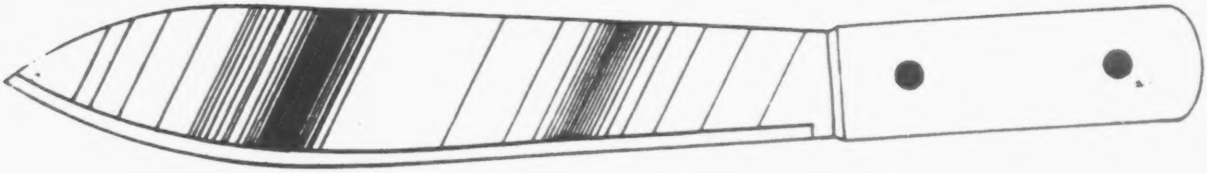
Kinds of Knives

There are many kinds of knives. Each knife has a specialized use. The following knives are commonly used in food service facilities.



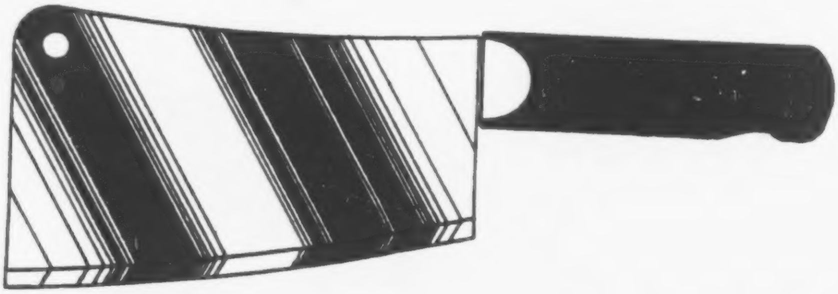
Boning Knife

Usually 5 to 8 inches long. Used to remove bones from raw meat and to fillet fish.



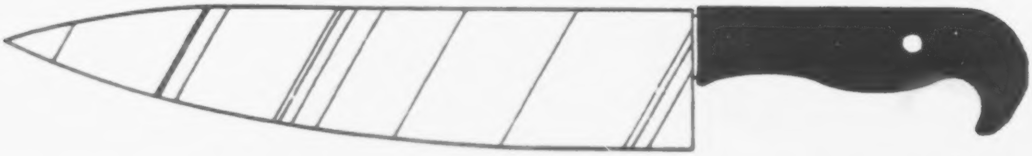
Butcher Knife

A heavy, curved blade used to section raw meat, poultry and fish; to cut steaks; and to separate small joints or bones.



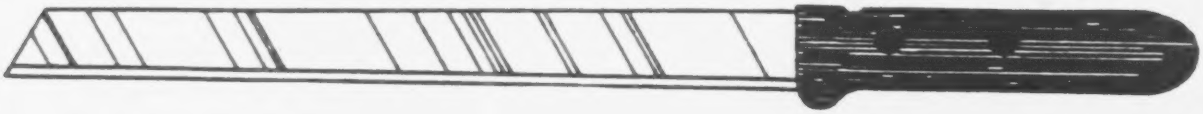
Cleaver

Square, heavy, wide blade used to chop bones.



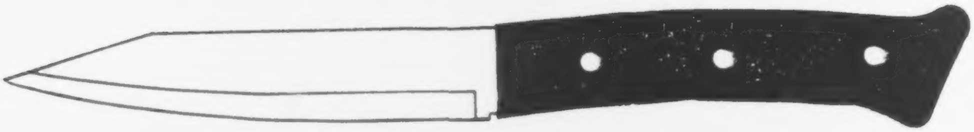
French Knife

Usually 8 to 12 inches long. The most often used knife to slice, chop, mince, and dice.



Ham Slicer

About 12 inches long, narrow flexible blade used to slice ham.

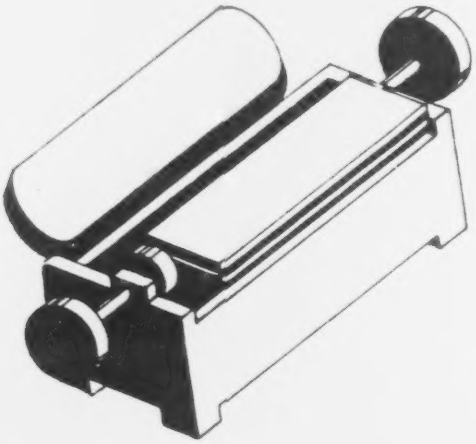


Paring Knife

From 2½ to 3½ inches long. A short, pointed blade. Used for paring, coring, and sectioning fruits and vegetables.

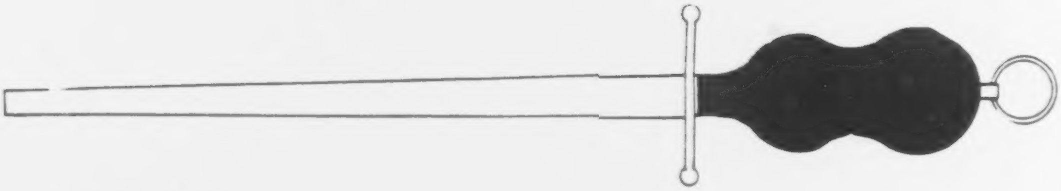
Roast Beef Slicer

A round nosed, 14-inch long knife blade. Used to slice roast beef.



Hand Stone

Maintains the edge of a knife.



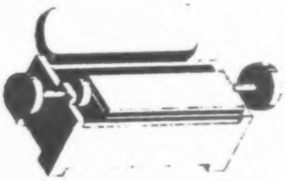
Butcher Steel

Maintains the edge of a knife.

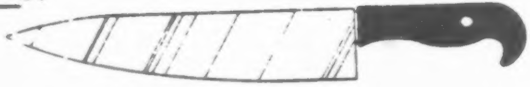
Activity 1:

Directions: Identify the hand cutlery on the left with the correct names on the right.

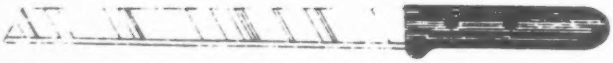
___1.



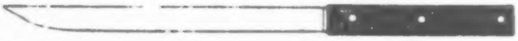
___2.



___3.

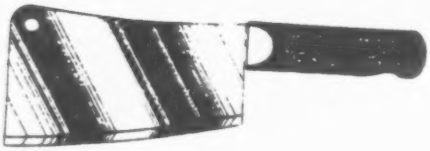


___4.



___5.

___6.



___7.

___8.

___9.

a. ham slicer
b. paring knife
c. French knife
d. roast beef slicer
e. butcher steel
f. butcher knife
g. hand stone
h. cleaver
i. boning knife

Activity 2:

Directions: Match the correct knife on the left with its function on the right.

___1. boning knife
___2. cleaver
___3. ham slicer
___4. butcher knife
___5. paring knife
___6. French knife
___7. roast beef slicer

a. to slice roast beef
b. to chop bones
c. to cut steaks
d. to core, section, or pare
e. to remove bone
f. to slice, chop, mince, and dice
g. to slice ham

Knife Use

The French knife is the most often used knife. This knife is used for slicing, chopping, mincing, and dicing. The French knife is held in the right hand. Use your left hand to secure the food (when performing any type of cutting a proper chopping board should be used). Move the knife forward and down with a gentle rocking motion. Quick, even strokes will result in uniform food pieces.

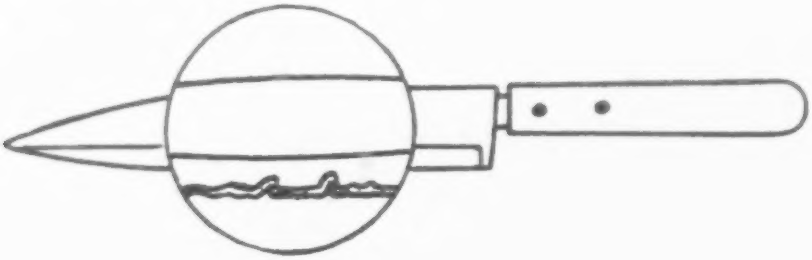
Activity 3:

Directions: Perform the following skill activity.

1. Cut 2# of fresh vegetables. Cut 1# by julienne method (long strips) and 1# by dicing (small cubes ¼ inch square or less). Ask your instructor to check your skills.

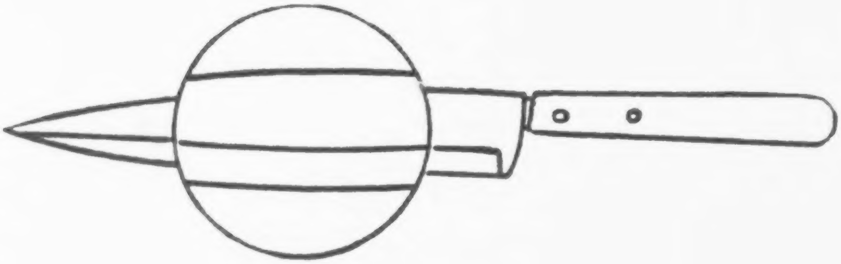
Sharpen and Steel Knives

Sharp knives are safer to use than dull knives.



Dull knife

Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Brunswick, New Jersey, 1971.

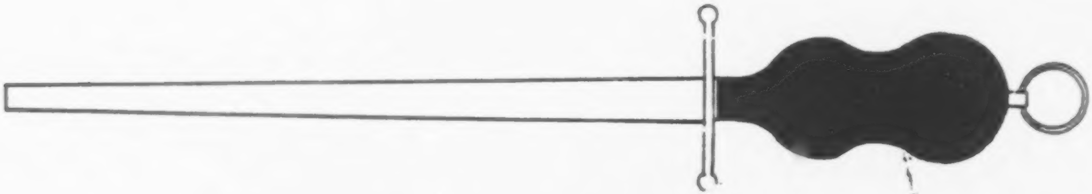


Sharp knife

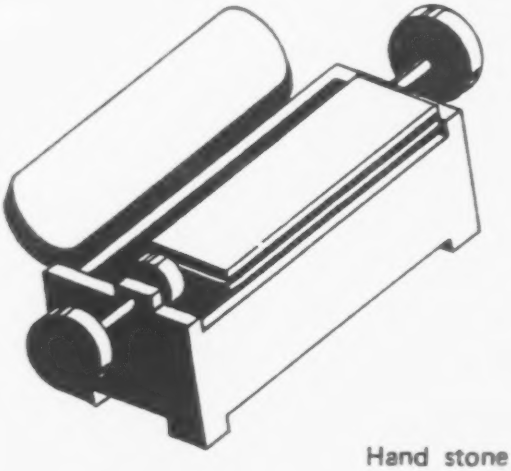
Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Burnswick, New Jersey, 1971.

To keep knives safe and ready to use, you will sharpen and steel knives. The butcher's steel is a round steel rod, approximately 1½ feet long with a wooden handle. The steel is used to maintain an edge on a knife. It does not sharpen the edge but merely straightens it and breaks off burrs after sharpening.

The hand stone (wet stone) is used to sharpen knife blades.



Butcher steel



Hand stone

Activity 4:

Directions: Perform the following skill activity.

1. Sharpen and steel a dull knife. Ask your instructor to check your skills.

Posttest:

Directions: Sharpen and steel 3 knives. Dice and julienne carrots using the French knife. Ask your instructor to check your skills using the "Hand Cutlery Checklist."

Hand Cutlery Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	selects 3 dull knives	___	___
c.	sharpens knives	___	___
d.	steels knives	___	___
e.	handles knives safely	___	___
f.	inspects sharpened blades for evenly honed edges	___	___
g.	inspects sharpened blades (by holding against light) to ensure removal of all burrs	___	___
h.	selects sharp, steeled French knife	___	___
i.	uses cutting surface	___	___
j.	secures food with left hand	___	___
k.	holds knife in right hand	___	___
l.	pushes knife blade down and forward with a gentle rocking motion	___	___
m.	cuts carrots with ease, little pressure	___	___
n.	dices carrots into uniform pieces	___	___
o.	julienne cuts carrots into uniform pieces	___	___
p.	cleans area	___	___
q.	washes knives	___	___
r.	returns equipment and supplies	___	___
s.	stores knives	___	___

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Furneisen, Barbara K. and Katzenbach, Marie H., Food Service (Teacher's Guide), State of New Jersy, Department of Education, Division of Vocational Education, New Brunswick, New Jersey, 1978.

Food Service Production and Service, Mid-America Vocational Curriculum Consortium, Inc., 1976.

Key

Pretest:

1. d
2. c
3. e
4. a
5. b
6. Instructor's satisfaction
7. Instructor's satisfaction

French Knife Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	selects French knife	___	___
c.	uses cutting surface	___	___
d.	secures food with left hand	___	___
e.	holds knife in right hand	___	___
f.	pushes knife blade down and forward with a gentle rocking motion	___	___
g.	cuts vegetables with ease, little pressure	___	___
h.	dices into uniform pieces	___	___
i.	julienne cuts into uniform pieces	___	___
j.	cleans area	___	___
k.	washes knives	___	___
l.	returns equipment and supplies	___	___
m.	stores knives	___	___

Sharpen and Steel Knives Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	selects dull knife	___	___
c.	sharpens knife	___	___
d.	steels knife	___	___
e.	handles knife safely	___	___
f.	inspects sharpened blade for evenly honed edge	___	___
g.	inspects sharpened blade (by holding against light) to ensure removal of all burrs	___	___

Activity 1:

1. g
2. c
3. a
4. i
5. e
6. h
7. d
8. f
9. b

Activity 2:

1. e
2. b
3. g
4. c
5. d
6. f
7. a

Activity 3:

Instructor's satisfaction

French Knife Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects French knife	___	___
c. uses cutting surface	___	___
d. secures food with left hand	___	___
e. holds knife in right hand	___	___
f. pushes knife blade down and forward with a gentle rocking motion	___	___
g. cuts vegetables with ease, little pressure	___	___
h. dices into uniform pieces	___	___
i. julienne cuts into uniform pieces	___	___
j. cleans area	___	___
k. washes knives	___	___
l. returns equipment and supplies	___	___
m. stores knives	___	___

Activity 4:

Instructor's satisfaction

Sharpen and Steel Knives Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects dull knife	___	___
c. sharpens knife	___	___
d. steels knife	___	___
e. handles knife safely	___	___
f. inspects sharpened blade for evenly honed edges	___	___
g. inspects sharpened blade (by holding against light) to ensure removal of all burrs	___	___

Posttest:

Completion of "Hand Cutlery Checklist."

PREP COOK . . . . UNDERSTANDS RECIPE PARTS, MEASURING PROCEDURES, AND FOOD PREPARATION TERMINOLOGY

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Understand recipe parts, measuring procedures, and food preparation terminology

Terminal Performance Objective:

Given a request to prepare a recipe, student will be able to follow the recipe (including understanding recipe parts, measuring procedures, and food preparation terminology) as evidenced by an average of "3" or better on food preparation performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Metal cups
4. Measuring dips and spoons
5. Scoops and dippers
6. Baker's scale
7. Portion Scale
8. Flour

Pretest:

Directions: Perform the following activity.

1. Ask your instructor for a standardized quantity recipe. Detail verbally or in writing each of the following:

   - recipe parts
   - measuring procedures
   - food preparation terminology

Contents:

Recipe

All recipes have common parts. Before selecting a quantity standardized recipe, check to see that it lists each of these: name, amount of ingredients needed, step-by-step directions, cooking temperature, cooking time, yield, and size of servings.

Always familiarize yourself with the recipe before starting to work. Check to see that the ingredient proportions seem reasonable. For instance if you were preparing a sauce, are the liquid ingredients (stock, water, milk, etc.) sufficient to create a sauce consistency? Read through the step-by-step directions. Do you know what to do first, second, third? Do you have enough time to adequately complete this recipe? Do you understand what the recipe is asking you to do? Check the cooking temperature and time. What kind of oven will you use? Chilled products like meat or a casserole will take longer to cook than products at room temperature. Convection temperatures are lower than conventional baking temperatures. Does your recipe specify the yield and serving size you need? If not, your supervisor will need to make necessary adjustments.

Activity 1:

Directions: Circle the following recipe parts on the left and match with the specific recipe examples.

1. name
2. amount of ingredients needed
3. directions
4. temperature
5. time
6. yield
7. serving size

Orange Cookies

1½ cups shortening

1 cup sugar

3 egg yolks

3 tablespoons grated orange and lemon rind

12 ounces (3 cups) flour, all purpose

3 egg whites, unbeaten

1½ cups nuts, chopped fine

1. Cream the shortening and sugar together.
2. Add the egg yolks and grated orange and lemon rind.
3. Work the flour into the mixture using the fingers. Shape the dough into small balls.
4. Roll the balls in the unbeaten egg white, then in the nuts. Place them on greased baking sheets and flatten the balls. Bake at 350°F for about 15 minutes until browned. This recipe makes 6 dozen, 1-inch cookies.

Equipment

High quality food products are likely to result when food service employees are competent in equipment usage. Equipment in the food service facility is divided into two main groups; hand tools or utensils, and stationary equipment. Hand tools are generally small in size and can be found hanging on the equipment rack or stored in drawers or cabinets. Stationary equipment is heavy; it is placed in one definite place and very seldom, if ever, moved.

As you become increasingly more competent in food service skills, you will select, use, and care for more and more pieces of equipment.

Measuring

Most recipes are given in weight, however, some are given in measures. Metal cups, spoons, and scoops or dippers are used to measure ingredients. A baker's scale and portion scale are used to weigh ingredients.

Common recipe abbreviations are:

t. or tsp. = teaspoon
T. or tbsp. = tablespoon
pt. = pint
qt. = quart
gal. = gallon
oz. = ounce
lb. = pound
bch. = bunch

Metal cups - these measures are round with a slight lip and handle for easy pouring.

Measuring cup and spoon sets - these cups are used for small measuring needs. They are available in 1, ½, 1/3, and ¼ cup measures. Measuring spoons are available in 1 tbsp., 1 tsp., ½ tsp., ¼ tsp., 1/8 tsp.

Scoops and dippers - in addition to portion control, scoops and dippers accurately measure ingredients such as ice cream and bread dressing. Scoop/dipper sizes and approximate measure are listed here:

Scoop or Dipper Number	Level Measure
8	½ cup
10	2/5 cup
12	1/3 cup
16	¼ cup
20	3 1/5 tablespoons
24	2 2/3 tablespoons
30	2 1/5 tablespoons
40	1 3/5 tablespoons

Baker's scale - always balance the scale before beginning to weigh ingredients. Most recipe ingredients, liquid and dry, are weighed for accuracy. The beginning food service employee will, however, usually measure rather than weigh liquids.

Portion scale - used for measuring food servings. Check to see that the scale is "zeroed" before weighing food.

The food service employee must be very accurate when measuring ingredients. Measuring too much liquid will cause soupy consistencies while measuring too much flour will cause dry consistencies. Check with your supervisor if recipe adjustments are needed or if you are uncertain about how to measure an ingredient. It is wiser to ask for clarification then to go ahead on your own and make a costly mistake.

Activity 2:

Directions: Watch your instructor demonstrate how to weigh and measure recipe ingredients. Practice and become familiar with these procedures.

Food Preparation Technology

Certain cooking terms are found in standardized recipes. For example, when preparing cookies, the recipe may use the term "to cream." This does not mean to add cream! It is essential, then, for the food service employee to not only became familiar with cooking terms but to, also, be able to accurately follow cooking terms.

Common cooking terms are listed on the following pages. Read these terms and become familiar with their meaning.

TERMS USED IN MEAT COOKERY

Bake	to cook by dry heat in an oven
Barbecue	to cook by direct heat source; food may or may not be basted with a sauce or drippings during cooking
Baste	to spoon liquid over food as it cooks; the liquid may be drippings from the food
Bouillon	a clear broth from meat juices
Bouillon Cubes	a commercially prepared concentrated broth packaged in cubes
Braise	to cook slowly in a covered utensil in a small amount of liquid or in steam; meat may or may not be browned in small amount of fat before braising
Bread	to roll in bread crumbs, such as breaded cutlets
Broil	to cook by exposure to direct heat on a grill or over live coals, such as broiled chicken or steaks
Croquette	usually a meat plus other ingredients shaped into cones, breaded, and fried or baked
Crumb	to coat or top with crumbs, such as a casserole dish, technique may be used with other foods
Cube	to cut into squares about ½ inch in size
Dip in Batter	to dip food in smooth mixture of flour and liquid prior to frying
Dredge	to coat with flour or other fine substance
Dust with Flour	to sprinkle with flour as "flour the meat"; technique may also be used with vegetables
Entree	the name given to the food dish served as the main course

Fillet (Filet)	to separate a raw, choice piece of meat or fish from the bones; also the name of the piece after being cut Example: filet mignon
Flake	to break into small bits by using a fork, taking care not to mash the pieces
Fricassee	to cook by braising; usually applied to fowl, rabbit, or veal cut into pieces
Grill	to cook by direct heat
Grind	to reduce to particles by cutting or crushing
Lard	any form of pork fat. Examples: salt pork, bacon, or pig's fat
Marinate	to let food stand in a marinade, usually an oil-acid mixture like French dressing to tenderize or add flavor; technique may be used with vegetables and other foods
Roast	to cook in an uncovered pan in an oven
Roux	a mixture of fat (such as meat drippings) and browned flour used to thicken and add flavor to sauces, soups, and gravies
Score	to make thin parallel cuts in one or more directions on food surface
Sear	to brown surface of meat by heating at high temperature for short time; adds color and flavor to meats
Season	to improve flavor by adding salt, pepper, or spices
Smother	to cover with sauce or vegetables. Example: smothered calf's liver is covered with onions
Stuff	to pack a mixture into a cavity, as with turkey or bell peppers
Truss	to secure the wings and legs of a bird with pins or twine

TERMS USED IN PREPARATION OF SALADS, VEGETABLES, AND FRUITS

Au gratin	dishes prepared with a white sauce, topped with bread crumbs and cheese, then baked for a short period
Blanch	to dip into boiling water, making the skins of fruit and nutmeats easy to remove or stopping action of enzymes
Candy	to cook in heavy syrup until plump and transparent or crystalized; also to cook a second time in sugar or syrup
Chill	to place in refrigerator until cooled to a temperature between 40°-45°F. (4.4°-7.2°C.)
Chop	to cut into pieces less than ½ inch in diameter with a sharp knife or other tool
Congeal	to cause foods to become firm by lowering the temperature enough to thicken the gelatin in the food

Cool	to lower the temperature
Core	to remove the core or center of fruit (apples, etc.)
Cut	to divide food into small irregularly shaped pieces
Dice	to cut into small cubes
Garnish	to add a decoration (usually edible) to a food to make it more attractive
Grate	to form flakes by rubbing food with pressure against a grater
Hull	to remove the stem and cap from berries; also, to remove husks and silks from corn
Julienne	to cut foods, such as potatoes, cheese, meats, and carrots, into pieces the size and shape of match sticks
Mash	to pulverize by pressing and working with a wire of flat-headed device
Mince	to cut or chop into very small pieces
Pare	to cut off the outside covering with a knife or other utensil
Peel	to strip off the outside covering by hand
Pit	to remove the stone (pit) or seeds from fruit
Puree	to force cooked foods through a strainer or to run them through a blender to make a thick, smooth pulp
Reconstitute	to restore concentrated foods to their normal state usually by adding water. Examples: dried milk, frozen juice
Scallop	thinly sliced layers of food sprinkled with flour, salt, pepper, bits of fat, or cheese; food is layered until baking dish has desired amount; liquid (vegetable juice or milk) is added; then food is baked in a slow oven
Thaw	to bring to a temperature above freezing
Unmold	to loosen and remove from a container

SURFACE COOKING TERMS

Boil	to cook in water or other liquid until bubbles rise continuously and break on the surface
Caramelize	to heat sugar, or foods containing sugar, until brown
Coat-the-Spoon	to cover a metal spoon with a film of thickened sauce
Coddle	to cook in water below the boiling point, as with coddled eggs
Cool	to lower the temperature
Crystallize	to cause to form crystals (primarily used in making candy and frozen mixture)
Deep-Fat Fry	to cook in deep fat

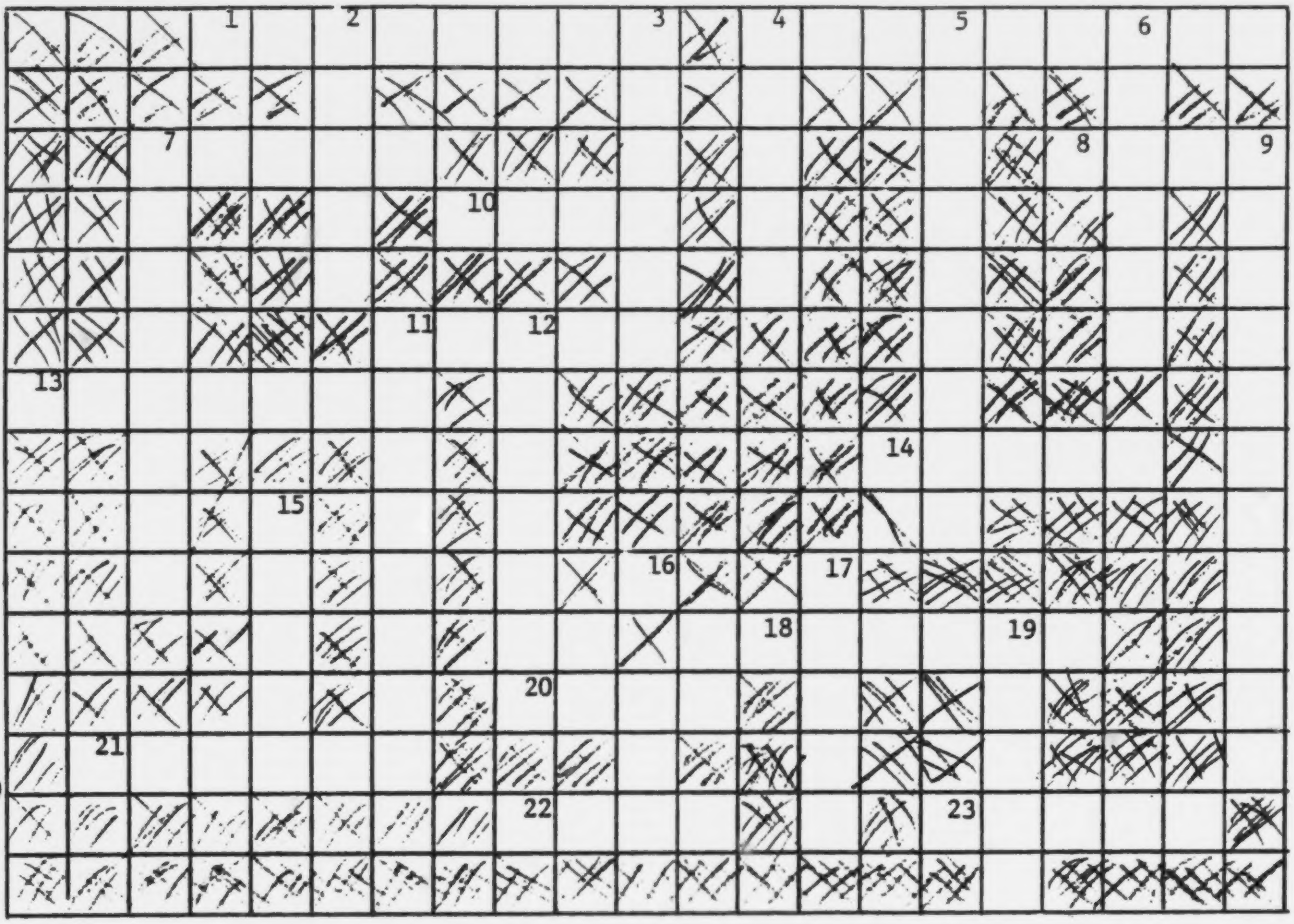
Dilute	to lessen the strength, thickness, or flavor of a mixture, usually by adding water
Dip	to plunge into a liquid or dry ingredient with a liquid until a solution is formed
Dissolve	to combine or mix a solid ingredient with a liquid until a solution is formed
Fry	to cook in fat
Glaze	to coat with a thin sugar syrup cooked to the cracking stage
Grill	to fry, sauté, or toast on a solid heated surface or griddle; a form of pan-broiling
Melt	to liquify by heat
Pan (Panning)	to cook a vegetable in a tightly covered skillet in a small amount of fat; no water is added. (Term also has a different meaning in commerical baking)
Pan-Broil	to cook uncovered on a hot ungreased surface (usually a frying pan), pouring off fat and liquids as they accumulate
Pan-Fry	to cook in a small amount of fat
Pan-Boil	to simmer until partially cooked
Poach	to cook in a hot liquid, being careful to retain shape, as with poached eggs
Sauté	to brown quickly in a small amount of fat, turning frequently
Scald	to heat to a temperature just below the boiling point
Simmer	to cook in a liquid at a temperature of about 185°F. (85°C.); bubbles form slowly and break below the surface
Steam	to cook in steam with or without pressure
Thicken	to cause a food to become firmer by the addition of eggs, flour, or other products and by cooking them for an additional period of time. Gelatin may be added to a hot food to make the food become firm when chilled.

Activity 3:

Directions: Complete the following crossword puzzles. Ask your instructor to check your answers.

CROSSWORD PUZZLES FOR TERMS USED IN FOOD PREPARATION

MEATS CROSSWORD PUZZLE



ACROSS:

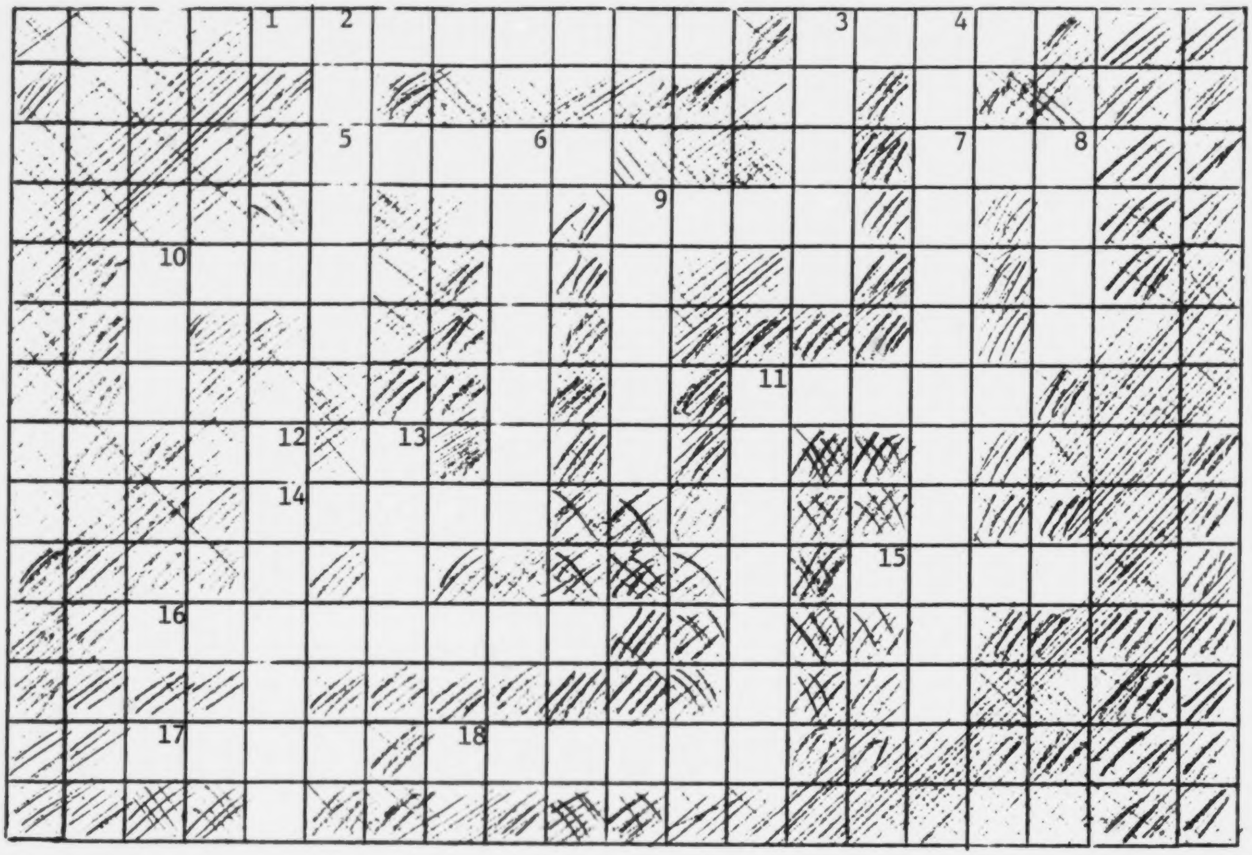
1. To let food stand in a marinade
4. To cook by braising (fowl, rabbit, veal)
7. To roll in bread crumbs
8. Any form of pork fat
10. To brown surface of meat
11. To spoon liquid over food as it cooks
13. To separate raw meat from bone
14. To pack a mixture into a cavity
18. To cook slowly in a covered utensil
20. Mixture of fat and browned flour
21. To coat with flour or other substance
22. To cut into squares about ½ inch in size
23. To secure the wings and legs of a bird with pins or twine

DOWN:

2. To bake uncovered
3. Food dish served as the main course
4. To break into small bits by using a fork
5. Meat, etc, shaped into cones, breaded, and fried or baked
6. To improve flavor by adding salt, pepper, or spices
7. Clear broth from meat juices
9. To dip in a smooth mixture of flour and liquid
11. To cook by a direct heat source
12. To cover with sauce or vegetables
15. To reduce to particles by cutting, crushing, or grinding
16. To coat or top with crumbs
17. To cook by exposure to direct heat
19. To make thin parallel cuts in one or more directions on food surface

Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

SALADS, VEGETABLES, AND FRUITS CROSSWORD PUZZLE



ACROSS:

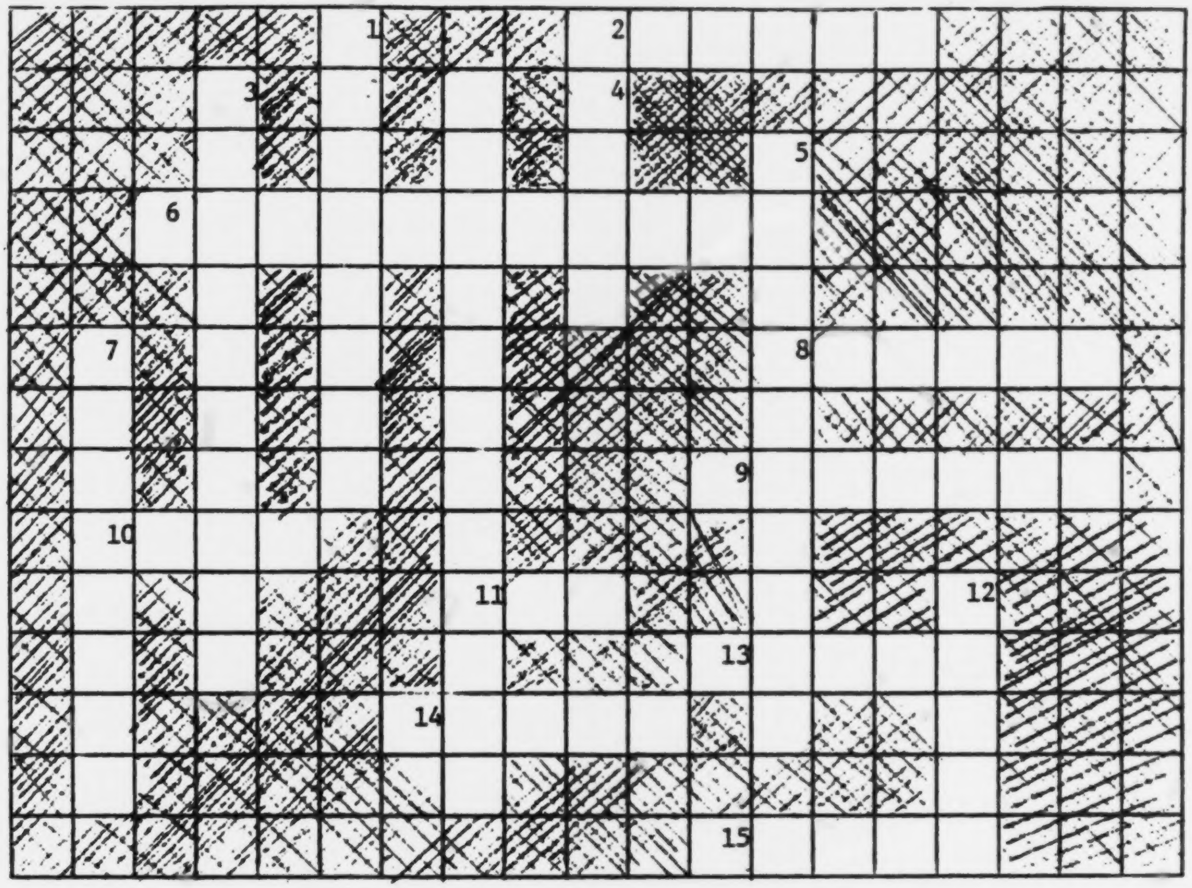
1. Dishes prepared with a sauce, etc., then baked
3. To cut off outside covering with a knife or other utensil
5. To cut or chop into very small pieces
7. To divide food into very small pieces
9. To remove the core or center of fruit
10. To strip off the outside covering by hand
11. To form flakes using a grater
14. To place in refrigerator until cooled to 40-45°F (4.4°-7.2°C.)
15. To remove the stem and cap from berries
16. To cut foods into the size and shape of matchsticks
17. To cut into pieces with sharp knife or other tool
18. To dip into boiling water or to remove skins or precook

DOWN:

2. To loosen and remove from a container
3. To force cooked foods through a strainer
4. To restore concentrated foods to their normal state
6. To cause foods to become thick by lowering the temperature
8. To bring to a temperature above freezing
9. To cook in a heavy syrup or sugar
10. To remove the stone or seeds from fruit
11. To add a decoration to food to make it more attractive
12. Layers of thinly sliced food and seasonings covered with a liquid and baked
13. To cut into small cubes

Source: FOOD SERVICE EMPLOYEE, Texas Tech University,
Lubbock, Texas, 1975.

SURFACE COOKING CROSSWORD PUZZLE



ACROSS:

2. To cook in a liquid at a temperature of about 185°F. (85°C.)
6. To cause to form crystals
8. To cook in a small amount of fat
9. To cook uncovered on a hot ungreased surface, pouring off fat
10. To cook in water or other liquid
11. To cook a vegetable in a tightly covered skillet in a small amount of fat
13. To dry, sauté, or toast on a solid heated surface
14. To cook in a hot liquid, being careful to retain shape
15. To brown quickly in a small amount of fat

DOWN:

1. To combine or mix a solid with a liquid until a solution is formed
2. To heat to a temperature just below the boiling point
3. To heat sugar, or foods containing sugar, until brown
4. To coat a metal spoon with a film of thickened sauce
5. To cook in deep fat
7. To cook uncovered on a hot, ungreased surface
12. To coat with a thin sugar syrup cooked to the cracking stage

Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

Posttest:

No posttest required. Evidence of mastery will be evaluated with each food preparation product through the use of specific performance rating sheets.

SOURCES

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotscheuar, Lendal H., Quantity Food Production, Canners Books, Boston, Massachusetts, 1966.

Terrel, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, NY, 1971.

Key

Pretest:

1. Instructor's satisfaction

Activity 1:

1. orange cookies

2. 1½ cups shortening
   1 cup sugar
   3 egg yolks
   3 T. grated orange and lemon rind
   3 cups flour
   3 egg whites
   1½ cups nuts

3.
   1. Cream the shortening and sugar together.
   2. Add the egg yolks and grated orange and lemon rind.
   3. Work the flour into the mixture using the fingers. Shape the dough into small balls.
   4. Roll the balls in the unbeaten egg white, then in the nuts. Place them on greased baking sheets and flatten the balls.

4. 350°F

5. 15 minutes

6. 6 dozen

7. 1-inch cookie

Activity 2:

Instructor's satisfaction

Activity 3:

Meats Crossword Puzzle

1. marinate
2. roast
3. entree
4. fricassee
5. croquette
6. season
7. bread
8. lard
9. dip in batter
10. sear
11. baste
12. smother
13. filet
14. stuff
15. grind
16. crumb
17. broil
18. braise
19. score
20. roux
21. dredge
22. cube
23. truss

Salads, Vegetables, and Fruits Crossword Puzzle

1. au gratin
2. unmold
3. puree
4. reconstitute
5. mince
6. congeal
7. cut
8. thaw
9. core
10. peel
11. grate
12. scallop
13. dice
14. chill
15. hull
16. julienne
17. chop
18. blanch

Surface Cooking Crossword Puzzle

1. dissolve
2. scald (down)
2. simmer (across)
3. caramelize
4. coat-the-spoon
5. deep fat fry
6. crystallize
7. pan-broil
8. pan-fry
9. pan-broil
10. boil
11. pan
12. glaze
13. grill
14. poach
15. saute

Posttest:

None

P3.3A

PREP COOK .... PREPARES SALADS: FRUIT

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare fruit salad

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare a fruit salad to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This Packet
2. Pen or pencil
3. Salad fruit
4. Lemon juice
5. Orange juice
6. Pineapple juice
7. Apples
8. French knife
9. Chopping board
10. Paring knife
11. Mixing bowl
12. Mixing spoon
13. Dipper
14. Salad plates

Pretest:

Directions: Fill in the following answers and demonstrate the skills.

1. List the four parts of a salad

   a.
   b.
   c.
   d.

2. Refer to a fruit salad you have recently eaten. State the type of salad and then evaluate the salad for appearance, flavor, texture, temperature, and compatibility of flavors.

3. List specific examples for each of the following salad groups.

   a. Appetizer - ______________________ ____________________
   b. Accompaniment - ____
   c. Main Dish - _____________ _________________________________
   d. Dessert - ____

4. Select a pineapple. Prepare this fruit for your instructor. Your instructor will check your skills.

Contents:

Directions: Read the following information.

Parts of a Salad

All salads have four main parts: base, body, dressing, and garnish. Each of these parts is important to consider when preparing salads.

Base

The base is usually a crisp leaf of head lettuce. Sometimes a base is created with shredded lettuce or cabbage. The base provides texture and color and is usually not eaten but left on the plate or bowl.

Body

The body is the main part of the salad. It may be gelatin, fruit, vegetable, lettuce, meat, seafood or cheese. The body must have form and eye appeal. It must follow rules of good salad preparation.

Dressing

The dressing enhances overall salad appeal. For bland salads use a flavorful dressing, for sharp salads use a bland dressing. Dressings may be served on the side of the salad or directly over the salad.

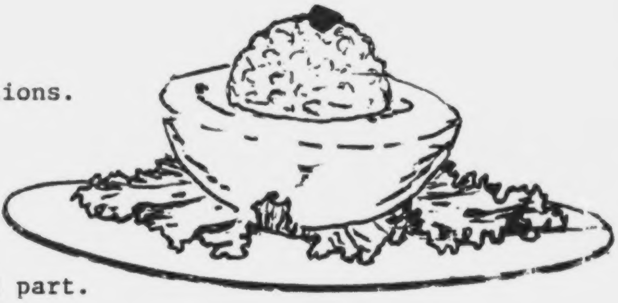
Garnish

The garnish adds eye appeal and a finishing attractive touch to any salad. The garnish must blend with and compliment the body. Simple garnishes are best a touch of parsley or a lemon twist.

Activity 1:

Directions: Answer the following questions.

Cottage Cheese Peach Salad
(endive, peach half, cottage
cheese, and maraschino cherry)



1. List the ingredients for each salad part.

2. State the purpose or function of each salad part.

Directions: Read the following information.

Salad Qualities

Salads are judged for quality in these five areas: appearance, flavor, texture, temperature, and compatibility.

Appearance

Overall eye appeal is a must for salads. They should be colorful and fresh looking. Food pieces must be large enough to be identifiable. Salads must not looked "worked on" or wilted. Use form in arranging or molding salads; flat surfaces are not attractive.

Flavor

Achieve a flavor balance. Mild-flavored salad ingredients need a zesty dressing. Strong flavored salads can use a mellow dressing.

Texture

Crisp, crunchy foods add a variety of texture to salads.

Temperature

Most salads are served cold. Ingredients must be kept cold and placed on a chilled plate.

Compatibility

Salad ingredients must blend well together. The salad and salad dressing must be compatible. Also, the salad must go with the rest of the meal. A heavy salad does not go well with a roast beef dinner. Certain foods are more compatible with each other than are other foods. Avocado and grapefruit sections make a tangy salad yet canned peaches and grapefruit do not.

Activity 2:

Directions: Match the salad standards on the left with the best example from the right.

___1. appearance
___2. flavor
___3. texture
___4. temperature
___5. compatibility

a. chilled to 45°F
b. blue cheese dressing on lettuce salad
c. shaped and well defined--not flat
d. asparagus doesn't go with canned peaches

Directions: Read the following information.

Salad Types

Salads are served as appetizers, accompaniments, main dishes, and desserts.

- Appetizer Salads - shrimp cocktail, tossed green, or fresh fruit. These salads should be light and tangy. They should whet your appetite for the rest of the meal.

- Accompaniment Salads - cole slaw, molded salad, or potato salad. These salads go with the meal. Accompaniment salads are often served with luncheon sandwiches.

- Main Dish Salads - chef salad, stuffed tomato, chicken salad. These salads are so hearty that they make the entire meal.

- Dessert Salads - fruit cup, whipped cream with fruit. These sweet salads end the meal. They may be made of fruits and nuts combined with a sweet dressing or prepared with gelatin and served with whipped cream.

Activity 3:

Directions: Match the salad groups on the left with the specific salad on the right.

___1. appetizer salad	a. tossed green salad
___2. accompaniment salad	b. chicken salad
___3. main dish salad	c. tossed fruit salad
___4. dessert salad	d. pickled beet salad

Directions: Read the following information.

Salad Fruits

Avocado

The avocado provides a delicious and filling compliment to fruit salads. The avocado is usually peeled before serving. Check to see that it is ripe (should yield when pressed and outer skin is black). Then, cut in half. Remove the seed. Peel back skin from the flesh. Now the avocado can be left halved, sliced, or diced.

To prevent darkening after cutting, dip the avocado into lemon, orange, or pineapple juice. Allow the excess juice to run off. Refrigerate.

Bananas

Like avocados, cut bananas darken quickly. Follow the same precaution of dipping the cut fruit into lemon, orange, or pineapple juice. Bananas are cut lengthwise or sliced crosswise.

Oranges and Grapefruit

Citrus fruits are best peeled and sectioned before adding to fruit salads. The fibrous parts of the peel often stick to the fruit sections and ruin the salads overall appearance and texture. To reduce this problem, blanch fruits in boiling water for five minutes before peeling. This process makes it easier to peel off the outer skin of the fruit. Refrigerate and cover until you are ready to use it.

Melons

Popular summer salads include watermelon, honeydew, and canteloupe. Honeydew and canteloupe are cut in half and the seeds are scooped out. Then fruit can be sliced or quartered and served. Small balls of melon can be made with a melon spoon or a teaspoon (twirling it as you dig into the melon). Hollowed out rind make attractive salad bases.

Peaches and Pears

Peaches and pears add a mild, sweet flavor to fruit salads. If these fruits are to be peeled, blanch in boiling water for 2 to 3 minutes and then peel. Blanching loosens the skin just enough so that it comes off easily without damaging the fruit. These fruits must also be treated to prevent discoloration.

Pineapple

Fresh pineapple adds a distinctive flavor to fruit salads. To slice a pineapple, cut off the top and cut the brittle brown outer shell away. Next, slice the pineapple into four sections, lengthwise. Remove the hard core and then cut into cubes or pieces.

Processed Fruits

Canned, frozen, or dried fruits can save the food service manager valuable preparation time and money.

Frozen fruits like strawberries must not be mushy. These fruits should still retain an appealing form and texture.

Canned fruits should be thoroughly drained before adding to other ingredients. They, too, should have an attractive appearance.

Often dried fruits will become too tough to use. To soften these fruits, place them in a strainer over boiling water, cover, and steam for about five minutes.

Activity 4:

Directions: Perform the following skill activity.

1. From the above listing of fruits, select a salad fruit to prepare. Have your instructor check your skills.

Activity 5:

Directions: Answer the following questions and perform the following skill activity.

Use ½ cup of cubed avocados, peaches, pears, apples or bananas. Place 2 tablespoons fruit in each of the following dishes.

Dish A................fruit + lemon juice

Dish B................fruit + orange juice

Dish C................fruit + pineapple juice

Dish D................fruit + no additions

Wait 20 minutes.

1. What happened to each of the dishes of fruit?

   A____

   B____

   C____

   D____

2. Why?

3. In future salad preparations, how will you prevent discoloration?

Activity 6:

Directions: Complete the following skill activity.

1. Cube apples. Ask your instructor to check your skills.

Posttest:

Directions: Prepare a fruit salad recipe. Then complete this rating sheet.

Fruit Salad Performance Rating Sheet

After completing the fruit salad preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		

	Column #1	Column #2
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. simple yet colorful		
2. fresh		
3. artistically arranged		
4. flavor balanced		
5. attractive form, not flat		
6. well chilled		
7. overall eye appeal		
Average rating		

SOURCES

Fast Food Services Competency Based Teaching Modules, Occupational Home Economics Education Series, American Home Economics Association, 1977.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Salad Preparation, Food Service Career Education Series, Cahners Publishing Co., Inc., Boston, Massachusetts, 1975.

Key

Pretest:

1a. base
 b. body
 c. dressing
 d. garnish

2. Waldorf

   -a variety of fruit used
   -sweet
   -celery added for crispness
   -well chilled
   -flavors blended

3a. fruit cup
 b. cole slaw
 c. chef
 d. molded mousse

4. Instructor's satisfaction

Pineapple Preparation Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	removes top of pineapple	___	___
c.	positions pineapple on chopping board	___	___
d.	removes outer shell	___	___
e.	slices into four sections	___	___
f.	removes core	___	___
g.	cuts pineapple	___	___
h.	cubes or pieces	___	___
i.	stores food	___	___
j.	cleans area	___	___
k.	returns equipment and supplies	___	___

Activity 1:

1. base-endive
   body-peach and cottage cheese
   garnish-maraschino cherry

2. base-keep plate from looking bare, provides color
body-main part of the salad
garnish-adds eye appeal

Activity 2:

1. c
2. b
3. d
4. a
5. e

Activity 3:

1. d
2. a
3. b
4. c

Activity 4:

Instructor's satisfaction

Activity 5:

1a. Dish A....fruit did not discolor
 b. Dish B....fruit did not discolor
 c. Dish C....fruit did not discolor
 d. Dish D....fruit did discolor, turned brown

2. Some fruits oxidize or turn brown when cut and exposed to the air.

3. Use citrus juices such as lemon, orange, or pineapple right after cutting fruit to retain color and eye appeal.

Activity 6:

Instructor's satisfaction

Cubed Apple Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects apples	___	___
c. selects knives	___	___
d. holds French knife in right hand, uses left hand to hold apple on board, stem up; cuts apple in half	___	___

		Yes	No
e.	holds apple, skin-side up; with French knife cuts each half lengthwise once	___	___
f.	removes core	___	___
g.	slices each quarter in lengthwise strips ½ inch in width	___	___
h.	cuts strips crosswise into ½ inch cubes	___	___
i.	stores apples	___	___
j.	cleans area	___	___
k.	returns equipment and supplies	___	___

Posttest:

Average of "3" or better from "Fruit Salad Performance Rating Sheet."

P3.3B

PREP COOK .... PREPARES SALADS: VEGETABLE

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare vegetable salad

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare a vegetable salad to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Carrots
4. Grater
5. Peeler
6. French knife
7. Chopping board
8. Sauce pot
9. Dipper
10. Saucepan
11. Sieve
12. Mixing bowl
13. Mixing spoon
14. Serving (salad) plates

Pretest:

Directions: Fill in the following answers and demonstrate skills.

1. Raw vegetables for salad making are chosen for their color, texture, and flavor. List five raw vegetables. Using color, texture, and flavor factors, describe the vegetable's contribution to salad making.

	Vegetable	Contribution
a.		
b.		
c.		
d.		
e.		

2. Peel and grate a carrot. Ask your instructor to check your skills.

3. Peel, cook, and dice a potato. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Salad Vegetables

Vegetables add flavor, color, and nutrients to salads. Nearly all salads contain at least one vegetable. Raw or cooked, fresh, frozen, canned, dehydrated or freeze dried vegetables are a good addition to any salad.

Appearance is an important consideration for quality salad vegetables. These vegetables should be firm, colorful, and free from blemishes.

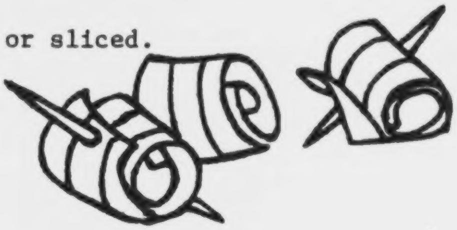
Raw vegetables for salad making are chosen for their color, texture, and flavor. Cherry tomatoes add a delicate flavor and rosy color to salads. Crisp texture is created with celery and radishes, while onions contribute a strong, distinctive flavor.

Care must be taken to purchase quality salad vegetables. Once purchased, vegetables must be handled and stored to protect appearance and nutritive content.

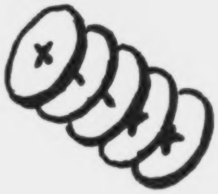
If proper handling, storage, and preparation techniques are followed, salad vegetables will be served at their peak of flavor and appearance.

The following vegetables are commonly used for salads.

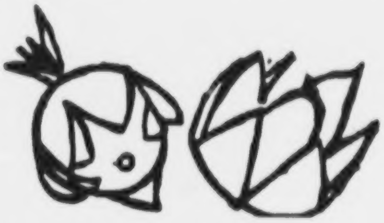
carrots..................can be curled, shredded or sliced.



cucumbers................can be sliced or fluted.

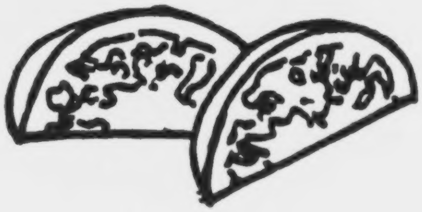


radishes................frequently are cut into rosettes. They add a tangy, hot flavor.

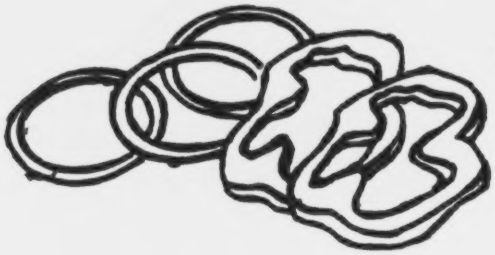


Pictorial Source: FOOD SERVICE, Teacher's Guide, New Jersey Department of education, New Brunswick, New Jersey, 1971.

tomatoes................are cut into attractive wedges.



green bell peppers
and onions............can be diced or sliced into rings.



Activity 1:

Directions: Match the vegetable characteristic on the right with the vegetable on the left. More than one vegetable characteristic may be used for each vegetable.

_____1. radish
_____2. onion
_____3. tomato

a. color
b. texture
c. flavor

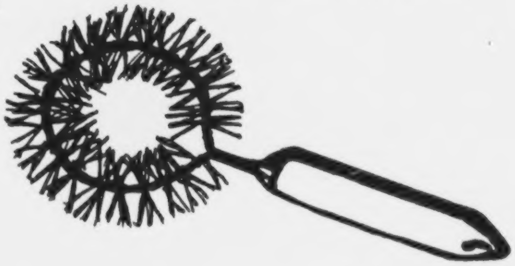
4. Peel and grate carrots. Ask your instructor to check your skills.

Pictorial Source: FOOD SERVICE, Teachers Guide, New Jersey Department of Education, New Brunswick, New Jersey, 1971.

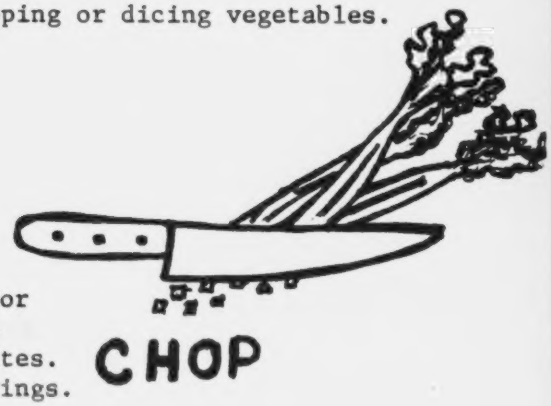
Directions: Read the following information.

Salad Vegetable Techniques

All vegetables must be thoroughly washed. Use a stiff vegetable brush for thick skinned vegetables such as potatoes.



Use the French knife for chopping or dicing vegetables.



Raw vegetables are sliced, diced, or chopped to make them easier to eat. Raw, precut vegetables for salads such as cut lettuce or shredded cabbage are often purchased by managers of food service facilites. Purchased precut items are often an economical savings.

Activity 2:

Directions: Perform the following skill activity.

1. Peel, cook, and dice a potato. Ask your instructor to check your skills.

Posttest

Directions: Prepare a vegetable salad recipe. Then complete this rating sheet.

Vegetable Salad Performance Rating Sheet

After completing the vegetable salad preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses handtool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. simple yet colorful		
2. fresh ingredients		
3. artistically arranged		
4. flavor balanced		

	Column #1	Column #2
5. texture balanced		
6. attractive form/not flat		
7. well chilled		
8. overall eye appeal		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

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Furneisen, Barbara K. and Katzenbach, Marie H., Food Service, New Jersey Department of Education, Division of Vocational Education, New Brunswick, New Jersey, 1978.

Key

Pretest:

1. a. tomato (color, texture, flavor)
   b. celery (color, texture)
   c. onion (texture, flavor)
   d. radish (color, texture, flavor)
   e. green bell pepper (color, texture, flavor)

2. Instructor's satisfaction

Carrot Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	cleans carrots	___	___
c.	positions peeler next to carrot skin	___	___
d.	peels carrot	___	___
e.	positions grater	___	___
f.	grates carrots	___	___
g.	cleans area	___	___
h.	returns equipment and supplies	___	___

3. Instructor's satisfaction

Potato Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	cleans potatoes	___	___
c.	peels skin	___	___
d.	cooks	___	___
e.	positions French knife	___	___
f.	dices potatoes	___	___
g.	stores food	___	___
h.	cleans area	___	___
i.	returns equipment and supplies	___	___

Activity 1:

1. a, b, c
2. c
3. a, b, c
4. Instructor's satisfaction

Carrot Preparation Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. cleans carrots	___	___
c. positions peeler next to carrot skins	___	___
d. peels carrot skins	___	___
e. positions grater	___	___
f. grates carrots	___	___
g. cleans area	___	___
h. returns equipment and supplies	___	___

Activity 2:

1. Instructor's satisfaction

Potato Preparation Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. cleans potatoes	___	___
c. peels skin	___	___
d. cooks	___	___
e. positions French knife	___	___
f. dices potato	___	___
g. stores food	___	___
h. clean area	___	___
i. returns equipment and supplies	___	___

Posttest

Average of "3" or better from "Vegetable Salad Performance Rating Sheet."

P3.3C

PREP COOK .... PREPARES SALADS: LEAFY

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare leafy salad

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare a leafy salad to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Head lettuce
4. Salad greens
5. Plastic bag
6. Mixing bowl
7. Knife
8. Sauce pot
9. Salad bowls

Pretest:

Directions: Fill in the following answers and demonstrate skills.

1. Describe the following salad greens.

   a. head

   b. escarole

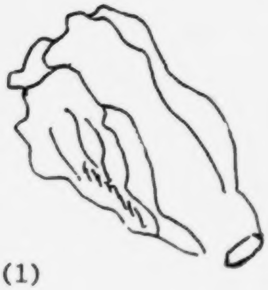
   c. romaine

2. Match the salad green names on the left with the proper illustration.

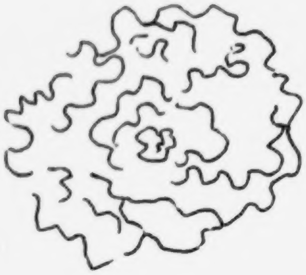
   ___a. rib

   ___b. head

   ___c. romaine



(1)



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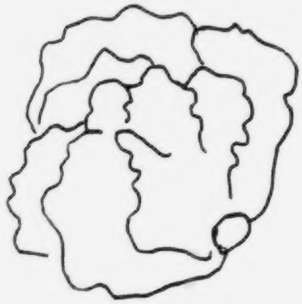


(3)

3. Select head lettuce from a group of salad greens. Core, wash and store the lettuce. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

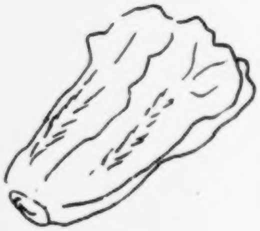
Salad Greens

There are twelve basic salad greens. A combination of any four or more of these greens will make an excellent body for a green salad. The twelve salad greens are these:

1. Romaine lettuce
2. Belgian endive lettuce
3. Bib or limestone lettuce
4. Boston lettuce
5. Celery cabbage (Chinese)
6. Iceberg or head lettuce
7. Escarole lettuce
8. Spinach
9. Watercress
10. Dandelion greens
11. Chicory lettuce
12. Leaf lettuce

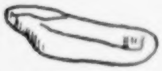
Romaine Lettuce

Romaine has an elongated, loosely packed head. The outer leaves are fairly dark while the inner leaves are white or cream colored. Romaine will remain crisp longer than most other kinds of lettuce. Its mild flavor blends nicely with other salad greens.



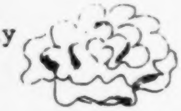
Belgian Endive Lettuce

It has an elongated, tightly packed head with bitter tasting creamy white colored leaves. This salad green is usually expensive. It is served most often by itself with a rich flavorful dressing.



Bib Lettuce

Bib lettuce grows into a small loosely packed head with fairly dark green leaves. It has a sweet, mild flavor and will wilt quickly. It can be served alone or with other salad greens.



Boston Lettuce

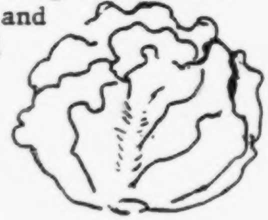
This lettuce resembles bib lettuce except its outer leaves are a lighter green and the inner leaves are light yellow. It is a fragile, mild tasting lettuce which blends well with other salad greens. Because the leaves have a cup shape, it also makes an excellent salad base.

Celery Cabbage

This salad green has an appearance similar to romaine lettuce, but a strong taste that resembles cabbage. It has tightly fitting pale green leaves on the outside and white inner leaves. It must be used in moderation when blended with other salad greens.

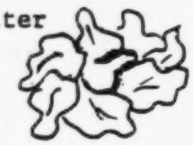
Iceberg or Head Lettuce

Iceberg or head lettuce has a solid compact head with pale green leaves that are quite mild in flavor. It is the most familiar and popular salad green. It stays crisp for a long time and can be served alone or blended with other salad greens.



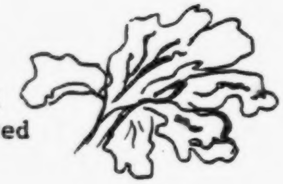
Escarole Lettuce

This salad green has a broad, thick leaf. Escarole has a bitter taste and is very seldom eaten alone.



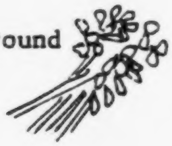
Spinach

The spinach leaf adds color and flavor to any mixture of salad greens. The coarse, dark mild tasting leaves can also be served alone.



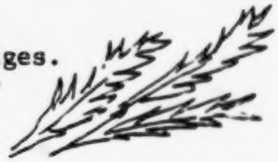
Watercress

Watercress resembles clover to some degree. It has small, round leaves which grow on thin stalks. It has a peppery taste. Watercress makes a pleasant salad garnish.

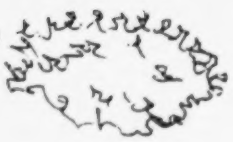


Dandelion Greens

These greens are fairly smooth with slightly rough irregular edges. Dandelion greens can be blended with other salad greens or they may be served alone.



Chicory Lettuce



Chicory grows in spread out bunches. The leaves are dark green on the outside but white towards the center. It has a bitter taste and is always blended with milder and sweeter greens.

Leaf Lettuce

The leaves are soft, have a light green color, and do not form a head. Leaf lettuce is commonly used as a base when preparing salads.

Activity 1:

Directions: Answer the following questions.

Match the salad description on the right with the type of basic salad green on the left.

___1. head lettuce
___2. romaine lettuce
___3. Boston lettuce
___4. Belgian endive
___5. escarole

a. broad, thick leaf, bitter taste

b. elongated, loosely packed head, stays crips longer than most kinds of lettuce

c. also known as iceberg lettuce, compact head

d. elongated head, bitter tasting leaves

e. fragile, mild tasting lettuce, leaves are cup shaped

Activity 2:

Directions: Answer the following questions.

Match the salad green names on the left with the proper illustration on the right.

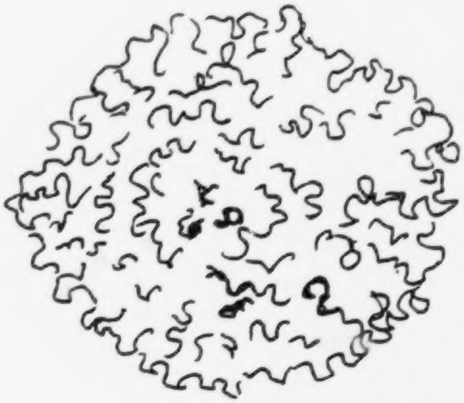
___1. head lettuce

___2. escarole

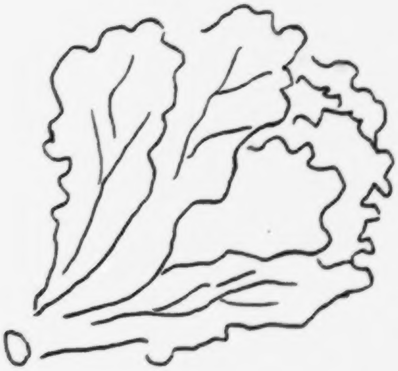
___3. romaine

___4. leaf lettuce

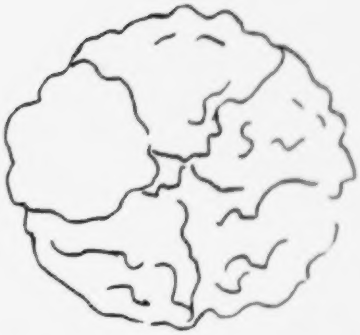
a.



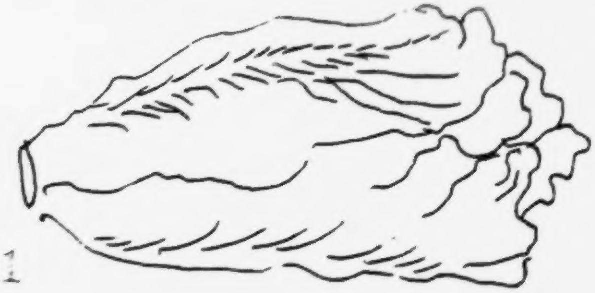
b.



c.



d.

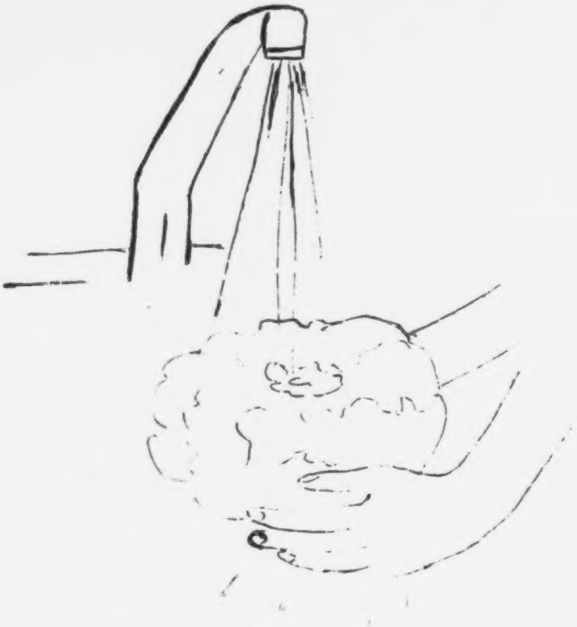


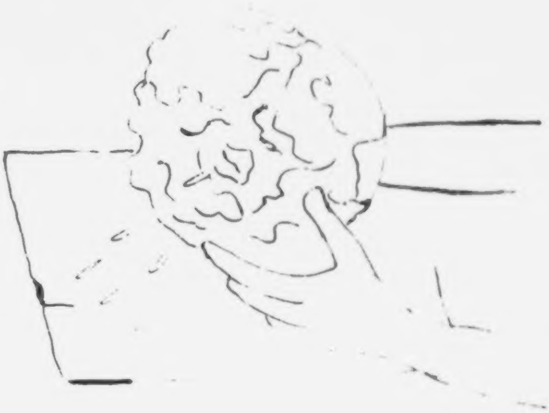
Directions: Read the following information.

Preparation of Salad Greens

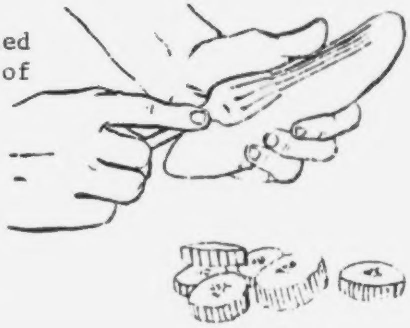
Wash greens thoroughly to remove soil. Do this by gently rinsing greens in the sink filled with cold water. Discard broken or bruised leaves. Let the leaves drain.

Clean head lettuce by hitting the core sharply on the side of the sink or on the work top. The core will lift out easily. Run water through the hole. Let the leaves drain.





Peeled or unpeeled fruits and vegetables can be fluted by running the fork tines lengthwise down all sides of the fruit or vegetable. Fluting adds eye appeal to cucumber slices.



Activity 3:

Directions: Perform the following skill activity.

1. Select head lettuce from a group of salad greens. Core, wash, and store the lettuce. Ask your instructor to check your skills.

Posttest:

Directions: Prepare a leafy green salad. Then complete this rating sheet.

Leafy Salad Performance Rating Sheet

After completing the leafy salad preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	....	....	....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. simple yet colorful		
2. fresh ingredients		
3. artistically arranged		
4. flavor balanced		
5. attractive form, not flat		
6. well chilled		
7. overall eye appeal		
Average Rating		

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Salad Preparation, Food Service Career Education Series, Cahners Publishing Co., Inc., Boston, Massachusetts, 1975.

Key

Pretest:

1a. most popular salad greens will retain its crispness for a long period of time, solid compact head

b. broad thick leaf, bitter taste

c. mild flavor, elongated, loosely packed head, outer leaves are dark green

2a. 2
b. 3
c. 1

3. Instructor's satisfaction

Head Lettuce Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects firm head	___	___
c. cores	___	___
d. cleans	___	___
e. drains	___	___
f. stores in plastic bag	___	___
g. chills	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Activity 1:

1. c
2. b
3. e
4. d
5. a

Activity 2:

1. c
2. a
3. d
4. b

Activity 3:

Instructor's satisfaction

Head Lettuce Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects firm head	___	___
c. cores	___	___
d. cleans	___	___
e. drains	___	___
f. stores in plastic bag	___	___
g. chills	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better from "leafy Salad Performance Rating Sheet."

P3.3D

PREP COOK .... PREPARES SALADS: GELATIN

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare gelatin salad

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare a gelatin salad to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Flavored gelatin
4. Salad greens
5. Sauce pot
6. Mixing spoon
7. Individual molds
8. Mixing bowl
9. Knife
10. Serving (salad) plates

Pretest:

Directions: Fill in the following answers and demonstrate skills.

1. Define the following terms.

   a. bloom
   b. to boil
   c. to dissolve
   d. to set

2. What happens to the final gelatin salad product when the gelatin during preparation does not completely dissolve?

3. What happens to the final gelatin salad product when the following additions happen:

   a. too much liquid
   b. too little liquid
   c. too much sugar

4. What happens to a molded salad that is left unrefrigerated?

5. Prepare a simple molded salad. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Gelatin Salads

Gelatin salads have become popular in recent years because of their versatility. They can be prepared in many different ways.

Gelatin comes in two forms: flavored and unflavored. Flavored gelatin comes in a variety of fruit and vegetable flavors. Unflavored gelatin can be colored with food dyes and flavored with juices and syrups.

Unflavored gelatin must be soaked for five minutes in a small amount of cold water before being dissolved in hot water. Flavored gelatin does not need soaking. Both gelatins, however, must completely dissolve. If the gelatin does not completely dissolve, the result will be a rubbery layer on the bottom of the finished salad.

Syrup from canned fruit can enhance the salad flavor. When you do this, substitute the syrup for part of the water. Decrease the water by the amount of syrup you are adding. Also, decrease the amount of sugar if any is included in the recipe. It is extremely important that the amount of water added is correct. Too much water will prevent the gelatin from setting; too little water will result in a tough, over-firm product. If the gelatin is over-sugared, the setting potential will be lowered and the gelatin's bloom will be destroyed. Bloom describes the gelling strength of gelatin. It is an indication of the springiness and body of the gelatin.

Activity 1:

Directions: Answer the following questions.

Match the terms on the left with the best definition on the right.

___1. bloom
___2. boiling
___3. dissolve
___4. set

a. large bubbles breaking on the surface

b. springiness and body of the gelatin

c. to be firm and able to hold other ingredients

d. evenly distributed gelatin crystals

5. What happens when gelatin does not completely dissolve?

6. What happens when too much or too little liquid is added to gelatin?

7. What happens if too much sugar is added to gelatin?

Directions: Read the following information.

Molded Salads

Molded salads make a unique contribution to the menu. Many flavor variations are possible.

Salads can be molded in individual molds or larger molds can be used. There are round molds, oval molds, scalloped, tall and fancy molds. However, most restaurants will prepare molded salads in sheet pans, cutting the salad into three inch squares for serving.

Activity 2:

Directions: Answer the following questions and perform the skill activity.

Using two different flavored gelatins and individual molds, complete the following activities.

Prepare one gelatin package. Fill individual molds half way. Chill until firm. Then prepare the second gelatin. Pour over first gelatin. Chill until firm.

1. Let one mold stand at room temperature. What happened?
2. Return the mold to the refrigerator. What happened?
3. How should molded salads be served?

Directions: Read the following information.

Releasing Molds

Follows these steps to release molded salads:

1. Fill the sink half way with warm water
2. Dip the bottom of the mold in the water for 1-2 minutes
3. Loosen with a knife
4. Place platter face down on top of the mold

5. Flip
6. Tap the mold lightly
7. If it does not release properly, dip the mold into the water again
8. Cover
9. Refrigerate

Activity 3:

Directions: Perform the following skill activity.

Using the remaining molded salads from activity #2, release gelatin from the molds. Ask your instructor to check your skills.

Posttest:

Directions: Prepare a gelatin salad. Then complete this rating sheet.

Gelatin Salad Performance Rating Sheet

After completing the gelatin salad preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

Personal Performance	Column #1	Column #2
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. simple yet colorful		
2. fresh ingredients		
3. artistically arranged		
4. flavor balanced		
5. holds shape		
6. well chilled		
7. overall eye appeal		
Average Rating		

SOURCES

Haines, Robert G., Food preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Lewis, Evelyn J. and Mary R. Ray, Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Salad Preparation, Food Service Career Education Series, Cahners Publishing Company, Inc., Boston, Massachusetts, 1976.

Key

Pretest:

1. a. an indication of the springiness and body of the gelatin
   b. to have large bubbles break on the surface of the water
   c. completely blend crystals
   d. firm to the touch

2. The result will be a rubbery layer on the bottom of the molded gelatin.

3. a. gelatin will not set
   b. gelatin will be tough
   c. gelatin will be soft

4. will melt

5. Instructor's satisfaction

Gelatin Preparation Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	measures and weighs ingredients	___	___
c.	dissolves gelatin	___	___
d.	combines ingredients	___	___
e.	stores food	___	___
f.	cleans area	___	___
g.	returns equipment and supplies	___	___

Activity 1:

1. b
2. a
3. d
4. d

5. The result will be a rubbery layer on the bottom of the molded gelatin.

6. Too much will prevent the gelatin from setting; too little water results in a tough, over firm product.

7. Gelatin will be too soft.

Activity 2:

1. melted
2. firmed up
3. chilled, straight from the refrigerator

Activity 3:

Instructor's satisfaction

Molded Salad Checklist

	Yes	No
a. assemble equipment and supplies	___	___
b. fill sink with warm water	___	___
c. dip mold	___	___
d. loosen salad	___	___
e. position mold on platter	___	___
f. remove mold	___	___
g. chill salad	___	___
h. clean area	___	___
i. return equipment and supplies	___	___

Posttest:

Average of "3" or better from "Gelatin Salad Performance Rating Sheet."

P3.3E

PREP COOK............. PREPARES SALADS: MEAT AND SEAFOOD

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare meat and seafood salads

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare meat and seafood salads to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Shrimp
4. Bay leaves
5. Vinegar
6. Salt/pepper
7. Bologna
8. Swiss cheese
9. Knife
10. Mixing spoon
11. Chopping board
12. Sauce pot
13. Mixing bowl
14. Serving (salad) plates
15. Silverware

Pretest:

Directions: Fill in the following answers and demonstrate skills.

1. Prepare fresh shrimp. Ask your instructor to check your skills.

2. Prepare julienne bologna and swiss cheese. Ask your instructor to check your skills.

Match the description on the right with the type of cheese on the left.

___3. cottage cheese
___4. blue cheese
___5. parmesan cheese

a. popular hard cheese sprinkled on top of tossed salads

b. a Roquefort-type cheese

c. soft, creamy and highly perishable

6. Describe a properly hard cooked egg.

7. Prepare a hard cooked egg. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Meat and Seafood Salads

Dieters find meat and seafood salads a welcome source of needed proteins and nutrients. These salads are a versatile and popular menu item. They can be served as fillings for sandwiches, as accompaniments to the main course or can be prepared in portions that provide an entire meal.

Of the salad meats, perhaps ham is the most popular because of its smokey, salty flavor and firm texture. White meat from chicken adds a delicate flavor and appealing appearance to salads. Tuna, salmon, shrimp, crab and lobster are also popular.

Preparing Shrimp

Shrimps are used for appetizers such as shrimp cocktail and for salads.

Cover shrimp with water in a pan. Bring to a boil, add 2 bay leaves, 2 T. vinegar and a dash of salt. Then simmer, covered for 5 minutes. Cool.

Remove shells. De-vein shrimp with a knife. Refrigerate.

Activity 1:

Directions: Perform the following skill activity.

1. Prepare fresh shrimp. Ask your instructor to check your skills.

Directions: Read the following information.

Vegetables such as celery, onion, and tomatoes add texture and flavor to meat and seafood salads. Salad ingredients may be diced, sliced, or cut in strips (julienne style). Julienne style is used for ham, turkey, and roast beef for chef salads.

Protein foods mixed with salad dressing spoil very rapidly. Keep ingredients chilled during preparation. Refrigerate salads until serving time.

Activity 2:

Directions: Perform the following skill activity.

1. Prepare julienne style bologna and swiss cheese. Ask your instructor to check your skills.

Directions: Read the following information.

Cheese

Cottage cheese is a popular addition to salads. It combines well with vegetables or fruit. Cottage cheese should be sweet, creamy, and slightly acid to the taste.

Blue, Roquefort, and parmesan are additional cheeses popular in salads. Blue cheese is a Roquefort-type cheese. It looks like Roquefort but is much less expensive, so it is often used as a substitute. Parmesan (a hard yellow cheese) is sprinkled over tossed green salads, such as Caesar Salad. These cheeses add a sharp, distinctive flavor to salads.

Activity 3:

Directions: Answer the following questions.

1. A creamy cheese needing constant refrigeration is ______________________.
2. ______________________ is a Roquefort type cheese.
3. A popular cheese to sprinkle over tossed salads, such as a Caesar Salad is ______________________.

Directions: Read the following information.

Eggs

Eggs, as well as meat, fish and cheese, are popular salad ingredients. When hard cooked and sliced, eggs make an attractive garnish.

If eggs are cooked too long or at too high a temperature, the yellow becomes dark and the white becomes rubbery. Follow these steps for attractive, tasty cooked eggs:

- put eggs in pan with water to cover one inch above eggs
- add salt, bring to a boil
- reduce heat and simmer for ten minutes (for large quantities simmer twenty five minutes)
- test one egg, if it is done drain eggs and run cool water over the eggs
- peel by tapping them all over on a hard surface
- dip in warm water to loosen the shell, peel from the large end, rinse off all shell fragments.

Activity 4:

Directions: Match the characteristics on the right with the egg type on the left.

___1. over cooked eggs
___2. properly hard cooked eggs

a. green ring around yolk
b. tough white
c. yolk evenly centered
d. mealy textured yolk

Directions: Perform the following skill activity.

3. Prepare hard cooked eggs. Ask your instructor to check your skills.

Posttest:

Directions: Prepare a meat salad and a seafood salad. Then complete this rating sheet.

Meat and Seafood Salad Performance Rating Sheet

After completing the meat and seafood salad preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	....	....	....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage and waste		
2. shows pride in work		
3. manages time		

	Column #1	Column #2
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. simple yet colorful		
2. fresh ingredients		
3. artistically arranged		
4. flavor balanced/blended		
5. texture balanced		
6. attractive form, not flat		
7. well chilled		
8. overall eye appeal		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary R. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Salad Preparation, Food Service Career Education Series, Cahners Publishing Co., Inc., Boston, Massachusetts, 1975.

Key

Pretest:

1. Instructor's satisfaction

Shrimp Preparation Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. cooks in water to cover	___	___
c. adds bay leaves, vinegar and salt	___	___
d. boils	___	___
e. removes shell	___	___
f. de-veins	___	___
g. stores food	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

2. Instructor's satisfaction

Julienne Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects knife	___	___
c. cuts long, smooth, uniform strips	___	___
d. stores food	___	___
e. cleans area	___	___
f. returns equipment and supplies	___	___

3. c
4. b
5. a

6. mealy textured yolk
   yolk evenly colored
   yolk evenly centered
   tender textured white
   evenly colored white
   even ring of white surrounding yolk

7. Instructor's satisfaction

Hard Cooked Egg Checklist

	Yes	No
a. assembles equipment and supplies		
b. puts eggs in pan, covers with water		
c. boils		
d. reduces to simmer		
e. drains/rinses with cool water		
f. peels		
g. checks egg quality		
mealy textured yolk		
yolk evenly colored		
yolk evenly centered		
tender textured white		
evenly colored white		
even ring of white surrounding yolk		
h. cleans area		
i. returns equipment and supplies		

Activity 1:

Instructor's satisfaction

Shrimp Preparation Checklist

	Yes	No
a. assembles equipment and supplies		
b. cooks fresh or frozen raw shrimp in water to cover		
c. adds bay leaves, 2 T. vinegar and 2 T. salt per 2 lbs. of shrimp to help eliminate iodine flavor		
d. boils approximately 5 minutes		
e. shells each shrimp		
f. de-veins each shrimp		
g. stores prepared shrimp in water with lemon sections to further protect from iodine flavor		
h. cleans area		
i. returns equipment and supplies		

Activity 2:

Instructor's satisfaction

Julienne Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects knife	___	___
c. assembles chopping board and ingredients	___	___
d. cuts long, smooth, uniform strips	___	___
e. cleans area	___	___
f. returns equipment and supplies	___	___

Activity 3:

1. cottage cheese
2. blue
3. parmesan

Activity 4:

1. a, b
2. c, d
3. Instructor's satisfaction

Hard Cooked Egg Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. puts eggs in pan, cover with water	___	___
c. boils	___	___
d. reduces, simmers	___	___
e. drains/rinses with cool water	___	___
f. peels	___	___
mealy textured yolk	___	___
yolk evenly colored	___	___
yolk evenly centered	___	___
tender textured white	___	___
evenly colored white	___	___
even ring of white surrounding yolk	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Meat and Seafood Performance Rating Sheet."

P3.4

PREP COOK .... PREPARES OIL AND VINEGAR AND MAYONNAISE BASED SALAD DRESSINGS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare oil and vinegar salad dressing

Prepare mayonnaise-based salad dressing

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare oil and vinegar and mayonnaise-based salad dressings to meet requirements of the recipes as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Oil
4. Vinegar
5. Salt/pepper
6. Heavy paper
7. Bain-marie
8. Wire whip
9. Cup measure
10. Spoon measure
11. Quart measure
12. Chopping board
13. Saucepan
14. Kitchen spoon
15. French kinfe
16. Towel

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. Why do some Italian type salad dressings need stirring before serving?

2. What can happen to a tossed green salad coated with dressing two hours before serving?

3. Form a temporary emulsion - use ½ cup oil and 3 T. vinegar, a bain-marie and wire whip. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Salad Dressings

Salad dressings add flavor and taste appeal to salads. Also, dressings may serve as a garnish to enhance the salads overall eye appeal.

An "emulsion" is a suspension of droplets of oil in a liquid. Salad dressings are a form of an emulsion. Emulsions may be permanent as in mayonnaise-based dressings or temporary as in vinegar and oil type dressings. Vinegar and oil type dressings separate, the oil will come to the top. That is why they must be shaken right before serving. Mayonnaise type dressings do not separate.

In order to keep the salad as crisp as possible, the dressing is always the last thing to go on a salad before serving. Some restaurants let the customer add his/her own dressing from a container placed at the table. Other restaurants prepare the dressing at the table in view of the customer.

The most important flavoring in salad dressings is the oil. Vegetable oils such as peanut, cottonseed, soybean, and corn oil are usually used. However, the distinctive flavor of olive oil may also be used.

Activity 1:

Directions: Answer the following questions and perform the following skill activity.

1. Why do some Italian type salad dressings need stirring before serving?

2. What can happen to a tossed green salad coated with dressing two hours before serving?

3. Form a temporary emulsion. Use ½ cup oil and 3 T. vinegar, a bain-marie and wire whip. Ask your instructor to check your skills.

Posttest 1:

Directions: Prepare a vinegar and oil salad dressing. Then complete this rating sheet.

Vinegar and Oil Dressing Performance Rating Sheet

After completing the vinegar and oil dressing preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rate scale.

excellent	....	....	....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. ingredients well blended		
2. fresh		
3. ingredients evenly distributed		
4. rich taste-no oily, off taste		
5. balanced consistency-thickness/smoothness		
6. overall eye appeal		
7. dressing compliments salad		
Average Rating		

Posttest 2:

Directions: Prepare a mayonnaise-based salad dressing. Then complete this rating sheet.

Mayonnaise-Based Salad Dressing
Performance Rating Sheet

After completing the mayonnaise-based salad dressing preparation, you and your instructor will evaluate your skills, First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	....	....	....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. ingredients well blended		
2. fresh		
3. ingredients evenly distributed		
4. rich taste-no oily, off taste		
5. balanced consistency-thickness/smoothness		

	Column #1	Column #2
6. overall eye appeal		
7. dressing compliments salad		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Salad Preparation, Food Service Career Education Series, Cahners Publishing Co., Inc., Boston, Massachusetts, 1975.

Key

Pretest and Activity 1:

1. They are formed with a temporary emulsion. To blend ingredients, they must be stirred right before serving.

2. It will wilt. Salad dressings must be added right before serving.

3. Instructor's satisfaction

Vinegar and Oil Dressing Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. drips oil slowly into vinegar	___	___
c. forms temporary emulsion	___	___
d. stores dressing	___	___
e. cleans area	___	___
f. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Oil and Vinegar Salad Dressing Performance Rating Sheet" and "Mayonnaise-Based Salad Dressing Performance Rating Sheet."

P3.5

PREP COOK........ PREPARES GARNISHES, VEGETABLE AND FRUIT

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare vegetable and fruit garnishes

Terminal Performance Objective:

Given a request to garnish entree and luncheon dishes, student is able to prepare vegetable and fruit garnishes for these dishes as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Onions
4. Tomatoes
5. Carrots
6. Lemons
7. Knives
8. Chopping board

Pretest:

Directions: Answer the following questions and perform the following skill activity.

Select an appropriate garnish for each of these food items.

1. spaghetti
2. tuna fish sandwich
3. refried beans
4. vanilla pudding
5. lemon gelatin
6. broiled fish
7. bowl of chili
8. quiche
9. chicken crepe
10. ham sandwich
11. Prepare raw onion rings, tomato wedges, and shredded carrot garnishes. Your instructor will check your skills.

Contents:

Directions: Read the following information.

Garnish Uses

Garnishes add a dash of color and can transform a plain dish into a highly satisfying one. They are used on a variety of foods such as appetizers, soups, salads, fish, and sandwiches. A common sandwich garnish for a hamburger is a lettuce leaf cup, tomato slice, and raw onion ring. In some cases, garnishes may help improve the form of the food or increase the taste of the food. At all times, the garnish should be simple; it should enhance the customer's appetite.

For the garnish to be effective, it must compliment the dish. Some popular garnishes are listed below.

sliced olives
chopped hard cooked eggs
small piece of pimento
chopped chives
cheese flowers
paprika
onion rings
anchovies
parsley
sliced beets
carrot curls
maraschino cherry
croutons
green bell pepper ring
lemon wedge
chopped nuts
orange twist
pickles
dot of whipped cream
tomato wedges

Activity 1:

Directions: For each of the following dishes on the left, select an appropriate garnish from the right.

___1. tomato soup
___2. cottage cheese salad
___3. broiled halibut
___4. chocolate pudding
___5. tuna salad sandwich

a. maraschino cherry
b. dot of whipped cream
c. chopped nuts
d. pickle
e. lemon wedge
f. chopped chives
g. croutons

Directions: Read the following information.

Garnish Preparation

Both raw vegetables and fresh fruits make attractive garnishes for luncheon and entree dishes. The following food items make appealing garnishes.

carrots	They are peeled and then cut julienne style into long, thin sticks; grated and sprinkled over salads; or thinly sliced and rolled to make carrot curls.
green bell peppers	Firm peppers can be cut lengthwise for strips or crosswise for rings.
lemons	Make wedges by cutting fresh lemons lengthwise into 6 to 8 equal parts. Make lemon twists by cutting crosswise thin round slices, cut in half and turn edges in opposite directions.
onions	Thinly slice onions - separate into individual rings. Onions may also be diced for an attractive addition to cooked foods such as chili.
tomatoes	Cut lengthwise into 6 equal parts for wedges or cut crosswise to make rings. Fresh diced tomatoes add color to many dishes.

When selecting fresh fruits for plate garnishes, choose ones free from bruises. Fruits must be fresh and attractive to the eye. The following fruits often garnish luncheon dishes such as quiche, stuffed tomatoes, sandwiches, and crepes.

cantaloupes	Slice in half lengthwise - then into 8 equal parts, remove the seeds and membrane.
grapes	Serve by the bunch (15-20 grapes).
strawberries	Serve whole or halved lengthwise. If the green tops are attractive, they may remain.
pineapple	For fresh cubes - twist out top of pineapple, cut in half, then quarters. Slice fruit from rind. Cut away core and remove any "eyes". Slice, quarter lengthwise, then crosswise.

Activity 2:

Directions: Prepare tomato wedge and raw onion ring garnishes. Your instructor will check your skills.

Posttest

Directions: Answer the following questions and prepare the following garnishes. Then complete "Garnish Performance Rating Sheet."

Match the entree/luncheon dishes on the left with the best garnish on the right.

___1. broiled fish	a. diced raw onions
___2. bowl of chili	b. lemon wedge
___3. hamburger	c. julienne carrots

4. Prepare the following garnishes:

diced raw onions
lemon wedge
julienne carrots

Garnish Performance Rating Sheet

After completing the garnish preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following scale.

excellent..poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

Food Preparation Performance	Column #1	Column #2
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. uses hand-tool techniques		
9. prepares ingredients		
10. uses stationary equipment		
11. follows portion control		
12. garnishes		
13. processes for service		
14. processes for storage		
15. cleans work area (equipment, too)		
16. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. attractive		
2. eye appeal		
3. neat, uniform pieces		
4. simple		
5. compliments dish		
Average Rating		

SOURCES

Furneisen, Barbara K. and Katzenbach, Marie H., Food Service (Teacher's Guide), State of New Jersey, Department of Education, Division of Vocational Education, New Brunswich, New Jersey, 1978.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Salad Preparation, Food Service Career Education Series, Cahners Publishing Co., Boston, Massachusetts, 1975.

Key

Pretest:

1. parmesan cheese or fresh parsley
2. pickle, olive, tomato slice
3. shredded cheese, olive
4. dot of whipped cream, shaved chocolate, chopped nuts, colored coconut, maraschino cherry
5. dot of whipped cream, maraschino cherry
6. lemon wedge, paprika, parsley
7. raw diced onions, olives, shredded cheese
8. bunch of grapes, orange twist, olive
9. paprika, parsley, carrot curls
10. olive, pickle
11. Instructor's satisfaction

Garnish Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects sharp knife	___	___
c. uses chopping board	___	___
d. works with minimum waste	___	___
e. makes uniform pieces	___	___
f. creates attractive garnishes	___	___
g. stores food	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Activity 1:

1. g
2. a
3. e, f
4. b, c
5. d

Activity 2:

Instructor's satisfaction

Garnish Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. selects sharp knife	___	___
c. uses chopping board	___	___
d. works with minimum waste	___	___
e. makes uniform pieces	___	___
f. creates attractive garnishes	___	___
g. stores food	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Posttest:

1. b
2. a
3. c
4. Average of "3" of better from "Garnish Performance Rating Sheet."

P3.6

PREP COOK .... PREPARES APPETIZERS, RELISHES AND DIPS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare relishes and dips

Terminal Performance Objective:

Given standardized recipes, student will be able to prepare a relish and a dip to meet requirements of the recipes as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Radishes
4. Celery
5. Olives
6. Sour cream
7. Cream cheese
8. Garlic
9. Salt
10. Paring knife
11. French knife
12. Bowl
13. Ice
14. Relish dish
15. Sauce cup

Pretest:

Directions: Answer the following question and perform the following skill activity.

1. List specific appetizer names for each of the following appetizer categories:

   a. cocktails
   b. hors d'oeuvres
   c. canapes
   d. relishes
   e. dips
   f. salads
   g. soups

2. Prepare a relish dish and a dip. Ask your instructor to check your skills.

Contents:

Appetizers

An appetizer is a food served at the beginning of the meal. Its main purpose is to stimulate the appetite. It may be liquid (tomato juice) or solid (salads and relishes). Appetizers can be tart; they must not be so filling that they spoil one's appetite for the rest of the meal. The prep cook will prepare simple appetizers such as relish dishes and dips. He/she may coordinate the preparation of fried food appetizers such as zucchini.

The appearance of an appetizer must be eye appealing and colorful. Also, most appetizers can be grouped into seven categories: cocktails, hors d'oeuvres, canapes, relishes, dips, salads, and soups.

Cocktails

Cocktails are usually fish (shrimp cocktail) or fruit (fruit cocktail). They are tangy foods served in cocktail glasses - ranging in sizes from 3 to 6 ounces.

Hors d'oeuvres

Hors d'oeuvres are small portions of highly seasoned foods such as stuffed mushrooms, stuffed celery, or stuffed eggs.

Canapes

Canapes can be served hot or cold. They are made from small, delicately sliced breads spread with a tangy filling. Crackers may be used, too, However, crackers tend to absorb moisture and can't easily be made ahead of time.

When making canapes, variety and imagination are the key to successful dainty and colorful canapes. Preparing a canape spread is an excellent way to use up leftovers.

Relishes

Relishes are usually served in a deep boat like glass dish with ice. Relishes must be served ice cold. Common relish items are olives, celery, carrots, pickled items, and radishes. Use a French knife to make creative vegetable shapes. After preparing radishes, celery, and carrots cover with ice water so they will be cold and crisp for serving.

Dips

Dips are usually cheese based. The dip consistency must be rich and thick-thick enough to stay on the item dipped. Common dipped items are fried zucchini, corn chips, potato chips, crackers, and assorted fresh vegetables.

Salads

Appetizer salads are very dainty, artistically arranged, and consist of a base, body, and garnish (like all salads).

Soups

Soups may be cold or hot. They may be cream or stock based. Proportions are small and they are planned to enhance the customer's appetite while blending with other meal flavors. Flavors should not be duplicated in a single meal such as serving tomato soup with spaghetti.

Activity 1:

Directions: Match the appetizer on the left with the appetizer category on the right.

___1. antipasto
___2. oysters Rochefeller
___3. shrimp cocktail
___4. anchovy spread
___5. carrot sticks

a. cocktail
b. canape
c. relish
d. salad
e. hors d'oeuvre

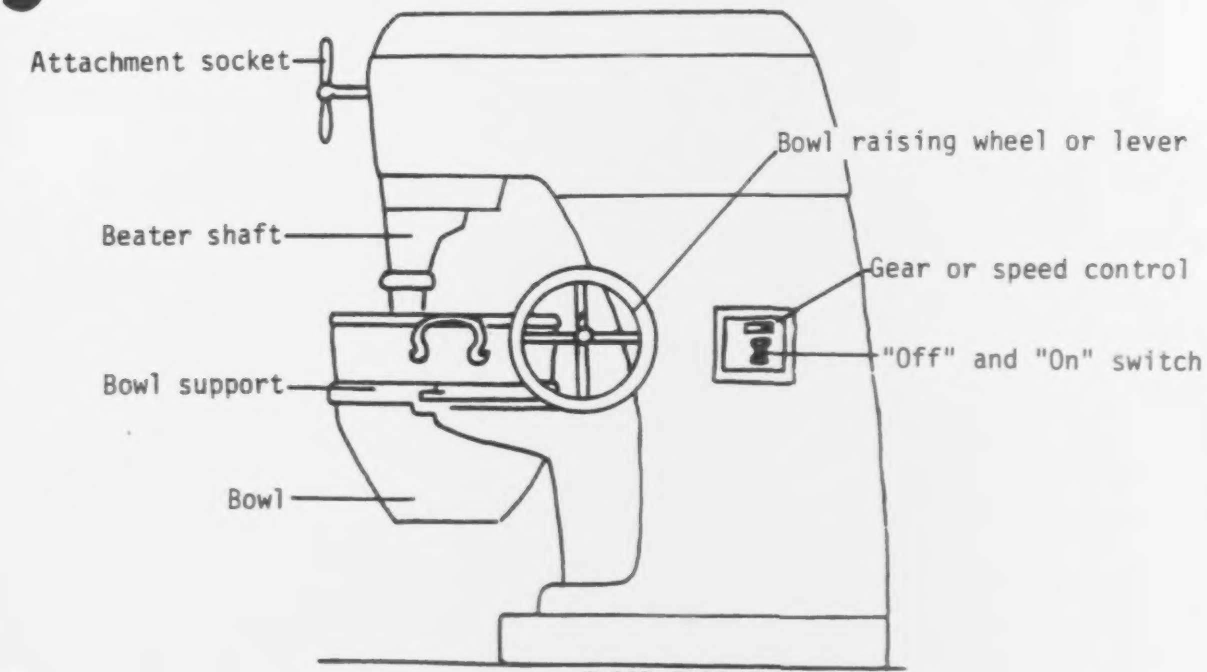
Mixer

Operating Mixer

In addition to hand-tools such as the paring knife and French knife, you will be using a piece of stationary equipment, the mixer, to blend dip ingredients.

The mixer may be a table, counter, or floor model. Many attachments are available; flat beater, wire whip, dough hook, and pastry knife. To operate the mixer, follow these steps:

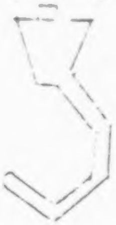
1. Check to see that the mixer is clean
2. Check to see that the beater and bowl are clean and available for use
3. Turn the machine off
4. Place bowl in position, lock, and lower
5. Slip beater over shaft and lock in place
6. Lift bowl into position. (Beater must not touch the bottom of the bowl)
7. Select speed
8. Lower bowl and fill with dip mixture
9. Raise the bowl and push start button
10. Stop machine to scrape down bowl sides as needed
11. Turn motor off when mixing is done. Wait for beater to stop moving before removing bowl and mixer


Attachment socket
Bowl raising wheel or lever
Beater shaft
Gear or speed control
"Off" and "On" switch
Bowl support
Bowl

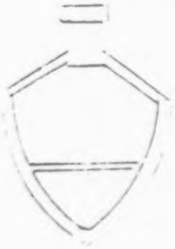
FLOOR TYPE MIXER

Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

Dough Hook--use for mixing heavy doughs requiring a folding and stretching action for best development.



Pastry Knife--use for combining shortening and flour by cutting action.



Cleaning Mixes

After each use, wash agitator (beater) and bowl in detergent solution using a gong brush. Let bowl and agitator air dry.

Each day scrub all parts (beater, shaft, bowl, saddles, and base). Rinse with hot water and dry.

Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

Posttest:

Directions: Prepare a dip such as garlic-cheese. Then complete this rating sheet.

Dip Performance Rating Sheet

After completing the dip preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. colorful		
2. flavors blend		
3. thoroughly mixed		
Average Rating		

Posttest:

Directions: Prepare a relish tray or dish. Then complete this rating sheet.

Relish Performance Rating Sheet

After completing the relish preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment (mixer)		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		

	Column #1	Column #2
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. colorful		
2. flavors blended		
3. eye appeal		
4. crisp		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Furneisen, Barbara K. and Katzenbach, Marie H., Food Service (Teacher's Guide), State of New Jersey, Department of Education, Division of Vocational Education, New Brunswick, New Jersey, 1978.

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Key

Pretest:

1a. shrimp cocktail
b. meatballs
c. deviled ham
d. carrot curls
e. avocado
f. chicken liver paté
g. zucchini

2. Instructor's Satisfaction

Relish and Dip Checklist

	Yes	No
a. assembles equipment and supplies		
b. follows safety and sanitation practices		
c. weighs/measures ingredients		
d. follows recipe		
e. uses food terms		
f. operates stationary equipment		
g. uses hand tools		
h. prepares ingredients		
i. combines ingredients		
j. cleans work station/equipment		
k. processes for service and storage		
l. returns equipment and supplies		

Activity 1:

1. d
2. e
3. a
4. b
5. c

Posttest:

Average of "3" or better from "Relish and Dip Performance Rating Sheet."

P3.7

PREP COOK .... PREPARES BREAKFAST MEATS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare breakfast meats

Terminal Performance Objective:

Given a request to prepare breakfast meats, the student will be able to prepare sausage, ham, and bacon for breakfast as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Sausage
4. Ham
5. Bacon
6. Tongs
7. Skillet

Pretest:

Directions: Perform the following skill activity.

1. Prepare sausage, ham, and bacon for breakfast. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Breakfast Meats

Common meats prepared for the breakfast meal are sausage (both link and patty), ham, and bacon.

Since customers demand quick breakfast service, these common breakfast meats are usually precooked. Then, as orders come in, exact serving sizes are heated and served. Serving plates will be preheated to help keep food hot.

Sausages

Sausage patties can be made in the kitchen from fresh ground pork, they can also be purchased in bulk, or as already formed sausage patties. The usual serving size is 3 to 4 ounces. These patties may be precooked by baking on sheet pans in the oven at 350°F until three-quarters cooked. They may then be finished when ready to serve by baking, grilling, broiling, or pan broiling. To keep the juices in sausage patties, do not prick them with a fork - use tongs instead.

Link sausage comes 12 links to the pound, usually 3 to 4 links make one serving. Only the exact amount of link sausage needed for the days service should be prepared because sausage held for the next day's service dries out. Precook link sausage by separating the links and lining them on sheet pans. Bake at 350°F until three-quarters done, drain off excess grease, and finish. Right before serving place under the broiler. When link sausage is not precooked small batches can be pan fried. To do this, add a small amount of water to a skillet lined with links. Allow the sausage to steam for 5 minutes before browning. Drain the moisture and fat out of the pan and allow the sausages to brown turning them for even browning. Brown 'n serve sausage can simply be pan fried for 3 to 4 minutes or baked at 400°F for 10 to 12 minutes.

Ham

Ham is usually purchased cooked and boneless. The food service employee will slice the ham into 3 or 4 ounce serving pieces and then simply heat to serve. Ham may be heated on the broiler, griddle, or in a skillet.

Bacon

Few food service facilities can purchase canadian bacon. This type of bacon (lean, boneless, smoked, and pressed loin of pork) is usually too expensive for the breakfast menu. Therefore, the fatty, sliced bacon will be the usual breakfast bacon found on most menus. Bacon is purchased in a hotel pack with 20 to 22 slices per pound. To cook bacon, separate the slices, line a sheet pan allowing each slice to slightly overlap the other. Bake at 350°F until the bacon is three-quarters done. Pour off excess grease and drain. Finish bacon right before serving by warming under the broiler, on the griddle, or in a skillet. Proper preparation will reduce shrinkage and curling, and will improve the bacon's appearance.

Breakfast meats which will be cooked in the oven can be panned the night before and then refrigerated. In the morning, meats are then easily placed in the oven. Breakfast meats should not be prepared in advance and held on a steam table because the food will continue to cook.

Posttest:

Directions: Prepare sausage, ham, and bacon for breakfast. Then complete "Breakfast Meats Performance Rating Sheet."

Breakfast Meats Performance Rating Sheet

After completing the breakfast meat preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment (slicer, grill, oven)		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team		
Product Performance		
1. fully cooked (160°F)		
2. golden brown		
3. served hot		
4. portioned		
5. tender		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Food Service and Production, Mid-America Vocational Curriculum Consortium, 1976.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971.

Key

Pretest:

1. Instructor's satisfaction

Breakfast Meats Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. uses hand tools	___	___
c. uses stationary equipment	___	___
d. follows safety and sanitation	___	___
e. portions food	___	___
f. pans food (when needed)	___	___
g. cooks to desired doneness	___	___
h. cleans work area	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Breakfast Meats Performance Rating Sheet."

PREP COOK .... BREAKS DOWN AND PORTIONS CHICKEN AND SHELLFISH

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Break down and portion chicken and shellfish

Terminal Performance Objective:

Given a request to break down and portion chicken and shellfish, the student is able to cut up a chicken and prepare shellfish for cooking or serving as evidenced by completion of "Break Down and Portion Chicken and Shellfish Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Chicken
4. Lobster tail
5. Oysters
6. Shrimp
7. Crab
8. Poultry shears
9. Knife
10. Cutting board

Pretest:

Directions: Perform the following skill activity.

1. Cut up a chicken. Prepare lobster tails, shrimp, and crab for cooking. Shuck oysters. Ask your instructor to check your skills.

Contents:

Poultry

The term "poultry" includes chickens as well as turkeys, ducks, squabs, cornish hens, geese, and guineas. Poultry supplies high quality, easily digested, well liked protein.

When buying poultry, there are six points that need to be considered:

1. kind (ex. chicken, turkey)
2. type (ex. fresh, frozen)
3. class (ex. broiler, roaster)
4. size of the individual poultry or item
5. style (ex. pan ready)
6. grade, which pertains to quality

Three grades of dressed (trimmed and cleaned) and ready-to-cook poultry are recognized by the U. S. Department of Agriculture, Grade A, Grade B, and Grade C. Most food service facilities use Grade A because it will yield a slightly greater amount of meat per purchase pound than the other grades.

Poultry can be purchased fresh or frozen. The type and style of poultry purchased influences the time and method of handling. Poultry frozen in large units requires considerable thawing time before preparation, while fresh poultry requires immediate attention or preparation.

Frozen poultry can be thawed in the refrigerator or under cold running water. Refrigeration thawing is the recommended procedure because it reduces loss of natural juices. However, this process may take 2 or 3 days for items such as large turkeys.

When holding poultry, refrigerate at 34° to 36°F and freeze poultry at 0° to 5°F. Fresh poultry should be refrigerated as soon as it is received, and if possible, should be packed in crushed ice before it is placed in the coldest part of the refrigerator.

Do not allow cooked poultry to remain at room temperature for prolonged periods of time. Also, special care needs to be used with sandwich and salad materials, and leftover poultry on serving counters.

Cut Up Chicken

Poultry is usually purchased whole and then cut up into several pieces by the food service employee. Poultry is usually divided into eight pieces which include 2 breasts, 2 wings, 2 legs, and 2 thighs.

There are many ways to cut up a chicken. Your supervisor will tell you the best method.

Check to see that you have the necessary equipment for cutting chicken; poultry shears, strong sharp knife, small hacksaw, and cutting board.

Next, wash the chicken thoroughly. Make sure it is thawed. Begin cutting by splitting the chicken in half, cutting through the flesh over the backbone and breastbone and then cutting through the flesh between the backbone and breastbone. Break the backbone and snap the cartilage. Then, cut through the flesh at thigh, leg, and wing joints. Wiggle the joints to get the knife between the bones.

Shellfish

Fish, like eggs, are a protein food that requires gentle heat. High temperature causes it to be dry, hard, and unpalatable.

Shellfish is low in fat. When purchasing shellfish, it should be bright in color, firm, and with a very mild, sweet odor.

Clams, crabs, lobster, and oysters may be purchased alive in the shell. If shells of hard shelled clams and osyters are open and the gaping shells will not close, it is a sign that they are dead and not usable.

Shucked clams, oysters, and scallops may be purchased ready for cooking. They may be fresh or frozen. If frozen, they should be thawed until time for use and should never be refrozen.

Fish spoils easily. Care should be taken to protect fish from dehydration, oxidation, and the absorption of off flavors.

When holding fish, it must be wrapped in moisture proof containers or wrappings and refrigerated at 40°F (preferably at 30° to 32°F).

As with poultry, frozen fish can be thawed in the refrigerator or under cold running water.

Crab

Live crabs are cooked by plunging them into boiling, salted water for 15 minutes. They are then cracked. To crack, follow these steps:

1. Lay the crab on its shell.

2. Lift the shell like flap with a knife.

3. Discard the flap and the prongs and pull off the top shell.
4. Scrape off the spongy gills.
5. Remove the organs and rinse the cavity by allowing water to flow through it.
6. Break into segments containing legs and body portions.

Lobster

Lobsters are boiled by plunging them head first into boiling, salted water. Then, with a knife they are split in half lengthwise. Next, remove the stomach and the intestinal vein. Crack the claws with a mallet or a nutcracker.

Oyster

The oyster shells should be washed thoroughly and rinsed before opening. To open, lay the oyster on its flat side, hold it firmly with the left hand and insert a knife near the thin end. Cut the large muscle close to the flat, upper shell and remove the shell. Cut the lower end of the same muscle from the lower shell, so that the oyster rests loose in the shell.

Shrimp

Shell shrimp by grasping shell on inside of leg area and lifting it back. It should easily peel back. Shrimp is de-veined by cutting along the back and removing the exposed vein.

Posttest:

Directions: Cut a chicken. Prepare lobster tails, shrimp, and crab for cooking. Shuck oysters. Then, complete the following checklist.

Break Down and Portion Chicken and Shellfish Checklist

	Yes	No
1. assembles equipment	___	___
2. uses safety and sanitation procedures	___	___
3. cuts chicken into 8 parts	___	___
4. cracks lobster tails	___	___
5. loosens lobster meat	___	___
6. shells and de-veins shrimp	___	___
7. cracks crab	___	___
8. cuts oyster muscle loose	___	___
9. serves oyster on half shell	___	___
10. osyter muscle free of sand or shell particles	___	___
11. cleans and sanitizes work area	___	___
12. uses knives	___	___
13. stores chicken and shellfish	___	___
14. returns equipment	___	___

SOURCES

Food Service Production and Service, Mid-America Vocational Curriculum Consortium, Inc., 1976.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971.

Key

Pretest:

1. Instructors' satisfaction

Break Down and Portion Chicken and Shellfish Checklist

	Yes	No
a. assembles equipment	___	___
b. uses safety and sanitation procedures	___	___
c. cuts chicken into 8 parts	___	___
d. cracks lobster tails	___	___
e. loosens lobster meat	___	___
f. shells and de-veins shrimp	___	___
g. cracks crab	___	___
h. cuts oyster muscle loose	___	___
i. serves oyster on half shell	___	___
j. oyster muscle free of sand or shell particles	___	___
k. cleans and sanitizes work area	___	___
l. uses knives	___	___
m. stores chicken and shellfish	___	___
n. returns equipment	___	___

Posttest:

Completion of "Break Down and Portion Chicken and Shellfish Checklist."

P3.9

PREP COOK .... GRINDS AND TENDERIZES MEATS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Grind and tenderize meat

Terminal Performance Objective:

Given a request to grind and tenderize meat, the student will be able to operate the grinder and perform mechanical and chemical meat tenderizing procedures as evidenced by completion of "Grind and Tenderize Meat Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Tough meat
4. Marinade
5. Hand meat tenderizer mallet

Pretest:

Directions: Perform the following skill activity.

1. Grind meat using a meat grinder. Tenderize meat by chemical and mechanical means. Ask your instructor to check your skills.

Contents:

Grinding Meat

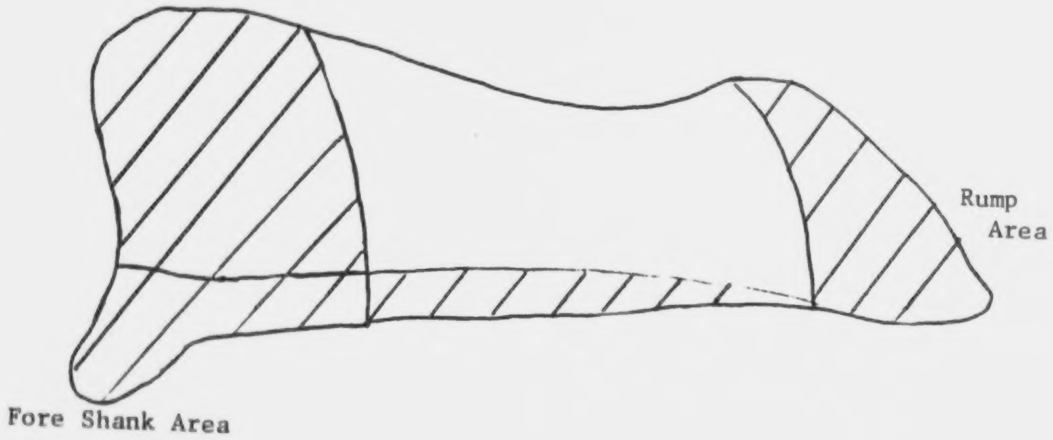
Some soups and sandwich spreads require grinding of certain ingredients. Grinding distributes flavor particles throughout the mixture. Cooked giblets or beef chunks can be ground to create a new flavorful menu item.

Grinding is accomplished by passing food items through a power food grinder. This type of grinder can be an independent piece of equipment or an attachment to the mixer.

Generally, when a main food item such as ground pork or ground beef (for hamburgers) will be served, the meat product is purchased in the needed form for serving.

Tenderizing Meat

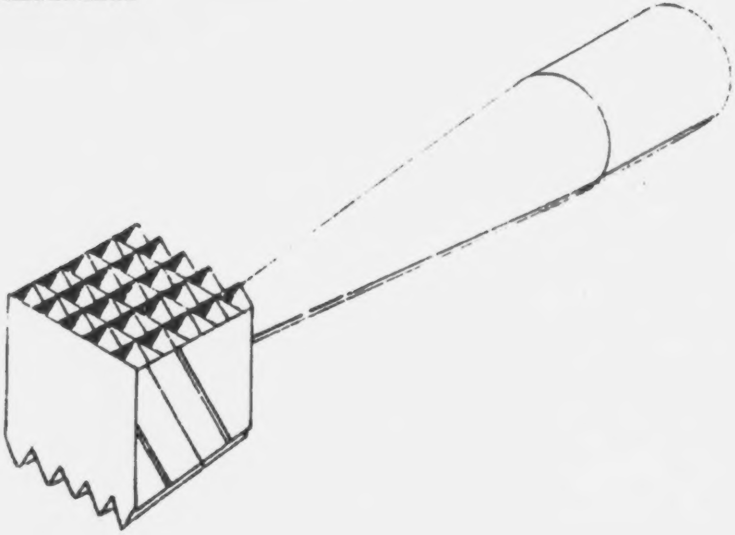
Tenderizing makes less expensive, less tender meat products more flavorful. Animal flesh becomes tough because muscles that are used heavily or get more exercise contain more connective tissues. These tough areas are shaded below on a beef carcus.



The tender areas, then, are those across the backbone where the less exercised loin and rib area is found.

Meat can be tenderized mechanically or chemically. Mechanical means are the meat tenderizer machine or hand meat tenderizer tool. The muscle fibers of tough cuts of meat are broken making the meat more tender.

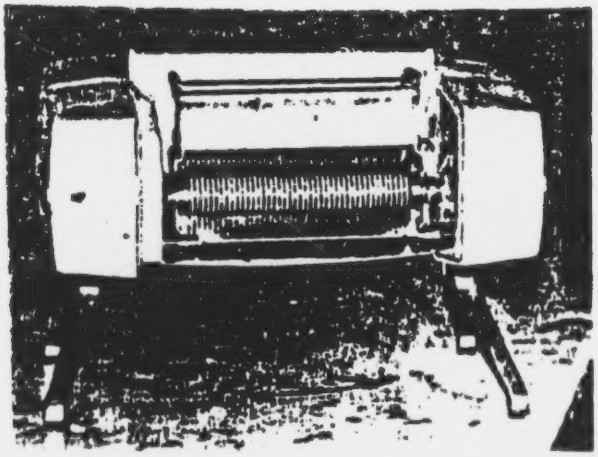
Hand Meat Tenderizer



The hand meat tenderizer is a solid, square block of cast aluminum attached to a wooden handle with chopping grids on each side (one coarse, one fine).

The meat tenderizer machine performs much the same job but can handle more meat more quickly.

Meat Tenderizer



The food service employee simply places the meat to be tenderized in the roller assembly and waits until the meat falls through. Then the meat is picked up and placed for a second time through the roller assembly.

As with other equipment and tools, the meat tenderizer is thoroughly cleaned and sanitized. Remove handle and blade guides. Clean excess meat particles from the cutter roll. Scrub all parts with a machine detergent solution and a brush. Rinse and air dry before parts are reassembled.

Another way to tenderize meats is by chemical means. Two common methods are commercial powders or marinades which meat is placed in for several hours. Meat marinades contain acid solutions (such as tomato or lemon) which tenderize and add moisture and flavor to tough meats.

Posttest:

Directions: Grind meat in a food grinder. Tenderize meat by chemical and mechanical means.

Grind and Tenderize Meat Checklist

	Yes	No
1. assembles equipment and supplies	___	___
2. follows safety and sanitation procedures	___	___
3. grinds meat	___	___
4. uses marinade	___	___
5. uses meat tenderizer mallet	___	___
6. operates meat tenderizer	___	___
7. cleans and sanitizes machines	___	___
8. cleans work area	___	___
9. returns equipment and supplies	___	___

SOURCES

Food Service Production and Service, Mid-America Vocational Currriculum Consortium, Inc., 1976.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotschevar, Lendal H., Quantity Food Production, Cahners Book, Boston, Massachusetts, 1966.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Key

Pretest:

1. Instructor's satisfaction

Grind and Tenderize Meat Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. follows safety and sanitation procedures	___	___
c. grinds meat	___	___
d. uses marinade	___	___
e. uses meat tenderizer	___	___
f. operates meat tenderizer	___	___
g. cleans and sanitizes machines	___	___
h. cleans work area	___	___
i. returns equipment and supplies	___	___

Posttest:

Completion of "Grind and Tenderize Meat Checklist."

S3.1A

WAITER/WAITRESS .... PREPARES BEVERAGES: COFFEE

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Brew coffee

Terminal Performance Objective:

Given a request to prepare coffee, student is able to brew coffee as evidenced by an average rating of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Coffee
4. Gong Brush
5. Filters
6. Coffee cup (mug)

Pretest:

Directions: Perform the following skill activity.

1. Brew coffee. Clean coffee equipment. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Actual beverage preparation may occur in the kitchen or at the service station (also called waiter/waitress station). If beverage preparation occurs at the service station, the area is usually screened to block direct customer view.

Beverage service is important in food service because it can make or break a meal. For instance, a cup of delicious coffee adds a final touch to a meal. However, a cup of bitter coffee will ruin it. For this reason, beverage service is a frequent cause of customer complaint.

Coffee

Coffee is a common beverage enjoyed throughout the day; at breakfast, lunch, and dinner. A good cup of coffee should be clear, hot, and fragrant with rich flavor and body.

While coffee may be prepared from instant forms, fresh brewed coffee is still the most appealing method of coffee preparation for food service facilities. The aroma of freshly brewed coffee seems to add much to a customer's enjoyment of a meal.

Good quality coffee can be brewed (flavor from ground coffee is extracted) in many types of equipment. All types of coffee makers need two containers-one to hold the coffee grounds and one to hold the water.

To brew quality coffee, follow these rules:

1. Use clean equipment. Residue buildup influences the coffee flavor. If not thoroughly cleaned after each use, a greasy film will develop. Resulting coffee will have a bitter, unpleasant taste.

2. Use only fresh coffee. Coffee grounds cannot be reused nor can they be mixed with fresh grounds. When vacuumed packed coffee is opened, it begins to loose its flavor. If an opened can of coffee will not be used in a few days it can be refrigerated to retard loss of flavor.

3. Weigh or measure the amount of coffee for the number of cups desired. Pre-measured coffee packets are helpful to food service employees. These packets eliminate possible proportion mistakes.

4. Measure the amount of water. Follow the manufacturer's suggestions.

5. Use correct water temperature. Cool water will produce fresher coffee while hot water will change the percolating time resulting in weak, poorly flavored coffee.

6. Watch the timing. Some coffee brewers do not automatically hold coffee at 185°F.

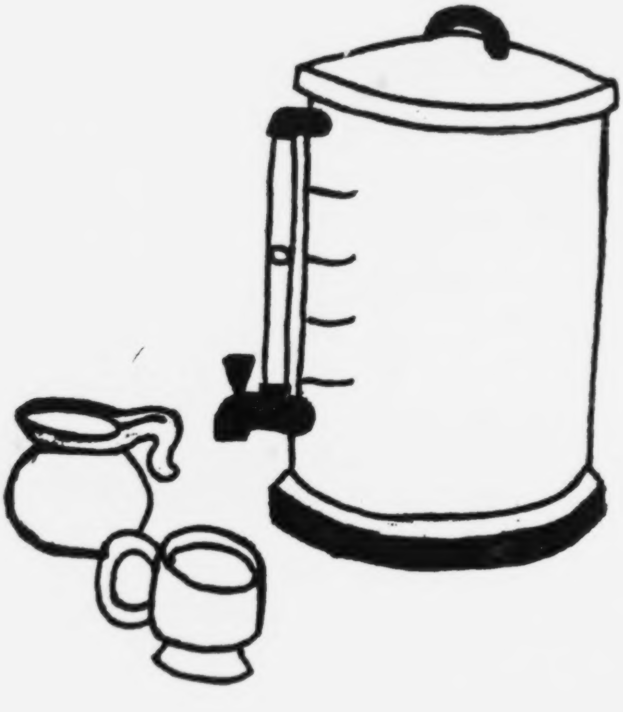
7. Hold for a short time. After coffee has been brewed, it retains full flavor and fragrance for ten minutes. Check with your supervisor before brewing coffee to insure freshness. He/she may want you to frequently prepare small amounts of coffee rather than one large batch.

Percolation Method

Unplug percolator. Check to see that all parts have been thoroughly cleaned and sanitized. Fill to the recommended level with cold water. Place stem in hole and the basket over the stem. Fill basket at recommended level with fresh ground coffee. Perk ten minutes. Allow to brew ten minutes before serving.

Urn Method

Check to see that all parts are thoroughly clean. Close valves on arm. Fill boiler with fresh cold water to gauge level. (Since individual models of coffee equipment vary, read and follow manufacturer's directions.) Turn off fill valve. Turn heating unit to boil. Evenly spread coffee in filter. Place filter in holder. Place holder in urn. Make sure accurate coffee and water proportions are followed. Press brew button. Remove grounds as soon as brewing is completed. Draw off and repour about 1/3 of the coffee to mix the brew. Ripen coffee for ten minutes and serve.

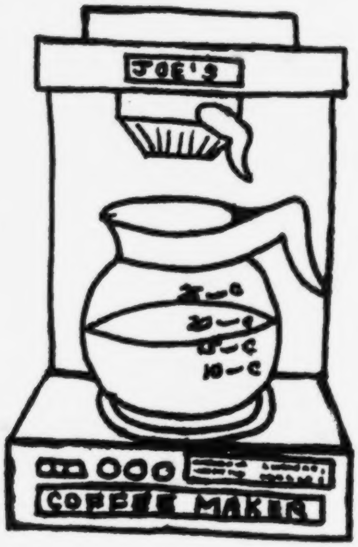


Clean coffee urn after each use. First lift the cover, remove the filter, and empty grounds in designated area. Then, drain the urn and close drain. Rinse drain and urn, close drain and remake coffee as needed.

Additionally, clean coffee urn each day. Close drain. Fill partially with hot water, scrub urn with long handled gong brush. Then, drain the urn and flush with hot water. Clean glass gauge and faucet. Fill urn partially with water, leave urn open. Clean, wipe and dry outside of urn.

Automatic Drip Method

Place filter in basket and add pre-measured coffee. Place filter basket in place. Turn start button to on. When coffee is brewed, remove grounds. Dump filter and coffee grounds in designated area. Then, rinse with hot water and let air dry.


JOE'S
25—C
20—C
15—C
10—C
COFFEE MAKER

Posttest:

Directions: Brew coffee, clean coffee equipment.

Coffee Performance Rating Sheet

After completing the coffee preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent......................................poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. follows manufacturer's recommendations		
7. weighs/measures ingredients		
8. uses hand-tool techniques		
9. uses stationary equipment		
10. follows portion control		
11. garnishes		
12. processes for service		
13. cleans work area (equipment, too)		
14. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. fresh (not stale)		
2. mellow (not bitter)		
3. hot 180°F		
4. clean		
5. pleasing aroma		
6. free of oily, greasy film		

SOURCE

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Key

Pretest:

1. Instructor's satisfaction

Coffee Checklist

	Yes	No
a. Assembles equipment and supplies		
b. Uses personal hygiene		
c. Follows personal safety habits		
d. Uses sanitation techniques		
e. Follows safety procedures		
f. Follows manufacturer's recommendations		
g. Weighs/measures coffee and water		
h. Assembles coffee equipment		
i. Cleans coffee equipment		
j. Follows portion control		
k. Processes for service		
l. Cleans work station		
m. Returns equipment and supplies		
n. Works without breakage or waste		
o. Shows pride in work		
p. Uses time effectively		
q. Shows initiative		
r. Shows dependabilty		
s. Makes sound decisions		
t. Cooperates with others		

Posttest:

Average of "3" or better from "Coffee Performance Rating Sheet."

S3.1B

WAITER/WAITRESS .... PREPARES BEVERAGES: PUNCH, HOT CHOCOLATE, FRUIT JUICES/DRINKS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare punch

Prepare hot chocolate

Prepare fruit juices/drinks

Terminal Performance Objective:

Given a request to prepare beverages, student is able to prepare punch, hot chocolate, and fruit juices/drinks as evidenced by an average rating of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Fruit juice
4. Ice
5. Hot chocolate mix
6. Mug
7. Glasses
8. Kitchen spoon
9. Punch base
10. Sugar
11. Tea

Pretest:

Directions: Perform the following skill activity.

1. Prepare punch, hot chocolate, or fruit juices/drinks. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

In addition to brewed coffee and tea, the waiter/waitress may prepare punch, hot chocolate, fruit drinks, and fruit juices.

Typically these beverages are quick and easy to prepare. Most of the time they are prepared at the service station (waiter/waitress station). Punch is, although, prepared in the kitchen.

Punch

Punch is economical and convenient to serve at banquet and buffet service. The wise supervisor will use leftover canned fruit syrups and weak tea for a punch base. Also, canned, frozen, fresh or powdered fruit juices can be used. Punch should be made strong so that melting ice will not dilute it to the point of tasting flat. The punch flavors must blend together neither producing too sweet nor too tangy a flavor.

Hot Chocolate

Hot chocolate is usually prepared from individually packaged mixes or where service is heavier the mix may be dispensed from a machine. The chocolate is processed to blend instantly with a hot liquid. This beverage should be served very hot (180°F) in a preheated mug or cup. A spoonful of whipped cream or a marshmallow makes an attractive garnish. Good quality hot chocolate will be rich brown with some body (more than chocolate milk).

Fruit Drinks and Fruit Juices

Fruit drinks will be portioned as directed on the package or can. Accurate portioning will result in a flavorful drink. Fruit juices are prepared from canned, frozen, fresh, or powdered forms. Fruit juices are purchased in No. 10 cans. Powdered juices are commercially prepared by removing the water from a highly concentrated mixture while frozen concentrate are products which have had only part of the water remove. Some food service facilities prepare fresh squeezed orange juice. One crate of oranges will yield from 17 to 20 quarts of juice.

Fruit juices served as appetizers should be served in 4 or 5 ounce chilled glasses (½ cup). Keeping the juice in a refrigerator long enough to chill it thoroughly is preferable to adding ice which dilutes the juice.

Posttest:

Directions: Prepare punch, hot chocolate, and/or fruit juice/drink.

Punch, Hot Chocolate, and Fruit Juice/Drink
Performance Rating Sheet

After completing the beverage preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe/follows package directions		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients/portions		
12. uses stationary equipment		
13. follows portion control		
14. garnishes (optional)		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. flavorful		
2. chilled 35°F (fruit juices)		
3. hot 180°F (hot chocolate)		
4. rich brown color (hot chocolate)		
5. well blended/no sediment (hot chocolate)		
6. definite body/not watery (hot chocolate)		
7. garnished (optional)		
Average Rating		

SOURCES

Wood, Marion A., Hams, Katharine W. and Provd, Dorothy M., Quantity Recipes, Cornell University, Ithaca, New York, 1966.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Kotschevar, Lendal H., Quantity Food Production, Cahners Books, Boston, Massachusetts, 1966.

Pretest:

1. Instructor's satisfaction

Punch, Hot Chocolate, Fruit Juice/Drink Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. reads package directions	___	___
c. follows package directions	___	___
d. uses safety/sanitation procedures	___	___
e. portions ingredients	___	___
f. processes for service	___	___
g. serves at desired temperature	___	___
h. processes for storage	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Punch, Hot Chocolate, and Fruit Juice/Drink Performance Rating Sheet."

WAITER/WAITRESS

S3.1C
PREPARES BEVERAGES: TEA

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Brew tea

Terminal Performance Objective:

Given a request to prepare tea (hot or iced), student is able to brew tea as evidenced by an average rating of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Tea
4. Teapot
5. Teacup and saucer

Contents:

Directions: Read the following information.

There are three types of tea; black, green, and oolong. In our country, black tea is the most popular. Orange pekoe is considered the highest quality black tea because of its delicate flavor. Tea can be prepared from loose tea leaves or from tea bags. Food service facilities prefer tea bags because they are more convenient.

Hot Tea

To prepare individual servings of hot tea, place one bag in a small 2 cup capacity pot (usually stainless). Pour freshly boiled water over the bag to steep the tea (extract flavor). Then, warm a teacup by rushing hot water over it. Immediately serve; the pot, cup and saucer, an extra pot of hot water, lemon, cream, and sugar. Quality tea is easy to prepare if each of these steps is accurately followed.

Iced Tea

When preparing quantity servings of iced tea, follow the manufacturer's or purveyor's directions. Usually 2 oz.of tea are prepared with 1 quart boiling water plus 3 quarts cold water. Iced tea is best chilled before serving. If the tea is not chilled, the ice melts too fast and produces watery tea. Iced tea is served in a tall glass, with a long handled iced tea spoon, sugar and a lemon twist or wedge.

Iced tea is prepared by the boiling method or by the "sun" method. The boiling method steps are as follows:

1. Boil 1 quart of fresh cool water
2. Put 2 ounces of tea in a tea cap or use tea bags
3. Place tea in a quart measure and pour boiling water over tea
4. To extract the flavor, steep for 6 minutes and then stir
5. Promptly remove tea
6. Pour liquid in a gallon measure
7. Add 3 quarts cold tap water
8. Serve over ice. Tea may be held for 4 hours without losing its flavor

The "sun" method steps are as follows:

1. Place 2 ounces of tea in a glass gallon jar
2. Pour 1 gallon fresh cool water over the tea

320

3. Seal with a lid

4. Place the jar in direct sunlight. (Usually a sunny private area away from the customer's view) This method takes from 20 to 60 minutes

5. Remove the tea

6. Serve over ice

Posttest:

Directions: Brew tea (iced or hot).

Tea Performance Rating Sheet

After completing the tea preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. weighs/measures ingredients		
8. uses stationary equipment		
9. follows portion control		
10. garnishes		
11. processes for service		
12. processes for storage		
13. cleans work area (equipment, too)		
14. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		

Product Performance	Column #1	Column #2
1. clear (not cloudy)		
2. delicate flavor		
3. steeped		
4. steamy (hot tea) 180°F		
5. icy (iced tea)		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Food Service and Production (Student Guide), Mid-America Vocational Curriculu Consortium, 1976.

Pretest:

1. Instructor's satisfaction

Tea Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. uses personal hygiene	___	___
c. follows personal safety habits	___	___
d. uses sanitation techniques	___	___
e. follows safety procedures	___	___
f. follows manufacturer's recommendations	___	___
g. weighs/measures	___	___
h. uses tea cap (optional)	___	___
i. boils water	___	___
j. follows portion control	___	___
k. processes for service	___	___
l. cleans work station	___	___
m. returns equipment and supplies	___	___
n. works without breakage or waste	___	___
o. shows pride in work	___	___
p. uses time effectively	___	___
q. shows initiative	___	___
r. shows dependability	___	___
s. makes sound decisions	___	___
t. cooperates with others	___	___

Posttest:

Average of "3" or better from "Tea Performance Rating Sheet."

WAITER/WAITRESS .... REVIEWS MENUS, REPLENISHES CONDIMENTS AND SUNDRIES

Job Skills:

Review menus and replenish condiments and sundries

Terminal Performance Objective:

Given a request to review menus and replenish condiments and sundries, the student will be able to describe menu changes, redeem coupons, and replenish condiments and sundries as evidenced by completion of "Menu, Condiment/Sundry Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Menu
4. Sundries
5. Condiments

Pretest:

Directions: Perform the following skill activity.

1. Describe 3 menu changes and redeem coupons for guests. Replenish condiments and sundries. Ask your instructor to check your skills.

Contents:

Review Menus

The food service employee must have a good working knowledge of the menu. To gain this knowledge, he/she must arrive at work in sufficient time each day to study the menu for changes and daily specials.

In presenting the menus to guests, the food service employee should point out the specials. The guests will want to know the prices and method of preparation. Guests may ask questions such as, "What's the special today?" or "I see clam chowder on the menu. Is that the red or white?"

Many restaurants use coupons to lure guests into the restaurant. Hotels may offer guests coupons for free drinks with certain meal orders. Restaurants may run a special coupon often in the newspaper or in a charity coupon book.

The food service employee must be fully aware of any coupon offers and be able to deal with them to the satisfaction of the guests and the restaurant manager. Coupons often have conditions that the guest must meet such as ordering one steak dinner at full price and then getting a second one for half price. If the food service employee is unaware of these conditions, the restaurant is likely to lose money.

Replenish Condiments and Sundries

The waiter/waitress is responsible for keeping their station stocked and ready for use. Condiment containers used on tables in the station should be kept clean and filled. These containers may include salt and pepper shakers, sugar bowls, syrup dispenser, catsup, mustard, mayonnaise, jams and jellies, napkins, toothpicks, and straw dispensers.

Check condiment containers frequently to be sure they are clean and filled. Wipe the outside of the containers with a damp cloth and then polish with a dry cloth. To eliminate waste, use a funnel to fill containers such as salt and pepper.

If sugar bowls are used, check for hard lumps of sugar which may indicate that a damp spoon was placed in it. If this happens, empty the contents and have the bowl washed properly before refilling. If containers with screw tops are used, be sure the top is fastened securely and the spout is clean and unclogged so the contents can flow freely.

Check the openings in salt and pepper shakers and unclog holes with a toothpick when needed. In humid areas, it may be necesary to put rice into salt shakers to prevent the salt from becoming damp.

Individual cream packets or cream pitchers may be used. If cream pitchers are used, be certain the pitcher has been cleaned and sanitized. The container must be free of chips or cracks and be thoroughly cool before filling.

Condiment and sundry containers must be cleaned, too. Wipe the outside with a damp cloth. First wipe the top and insides of the covers with a paper napkin to clean off gummy material before finishing with a wet cloth.

The side stand or service unit is located near each station. This is the area where the things needed for table service are kept. Some of the typical side stand supplies include:

1. folded napkins
2. coasters, doilies, or underliners
3. ashtrays and matches
4. warmer with fresh coffee
5. ice and tongs
6. sponges and towels
7. order pads and pencils
8. condiments
9. placemats, table cloths
10. menus
11. children's bibs, chairs, and favors
12. tip trays
13. dinnerware, glassware, and flatware

The side stand must be kept stocked. It must be constantly checked for supplies that are getting low, containers that need cleaning or refilling, and for a neat appearance. The side stand is often in clear view of the guests and should be kept neat and clean at all times.

Posttest:

Directions: Describe 3 menu changes and redeem coupons for guests. Replenish condiments and sundries.

Menu, Condiment/Sundry Checklist

		Yes	No
1.	assembles supplies	___	___
2.	uses personal hygiene	___	___
3.	uses sanitation techniques	___	___
4.	reviews menu	___	___
5.	describes menu changes	___	___
6.	tells prices	___	___
7.	tells method of preparation	___	___
8.	answers questions regarding coupons	___	___
9.	redeems coupons	___	___
10.	replenishes condiments	___	___
11.	cleans condiment containers	___	___
12.	replenishes sundries	___	___
13.	cleans sundry containers	___	___
14.	keeps side stand neat	___	___
15.	works without waste	___	___
16.	shows pride in work	___	___
17.	manages time	___	___
18.	shows initiative	___	___

SOURCES

Evenson, Sylvia and Sterzinger, Sonja, A Training Guide Waiter Waitress, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), The University of Texas at Austin, Austin, Texas, 1970.

STATEWIDE CURRICULUM ARTICULATION CENTER

TERMINAL PERFORMANCE OBJECTIVE

FOOD SERVICE

Area of Competence E. SERVICE
Statement of Competence 6.00
Task(s) .04

Supplies:	**Equipment:**
Condiments in bulk and packet quantities: -sugar -catsup -salt/pepper -mustard -parmesan cheese	Funnels Salt & pepper shakers Catsup dispensers Sugar dispensers

Given the following: *(conditions)* 2 situations in which condiments need replenishing

A. guest service station, during rush period, where dispensers and packets of condiments need replenishing

B. service work station, after rush period where condiment dispensers and packet containers need cleaning and replenishing

You, the student, will be able to: *(outcome)* Replenish condiments

So well that: or According to: *(criteria)* In situation A, dispensers and packet containers holding salt, sugar, pepper, catsup and mustard are filled so that condiments are placed in designated containers, all spills and smudges are removed ...in 5 minutes

In situation B, 10 condiment dispensers and containers (not to include any more than three dispensers of any one condiment type), are filled with designated condiment and cleaned so as to be free of smudges ...in 15 minutes

PREREQUISITES

To complete this objective you will need to:

KNOW:

- Personal hygiene
- Personal safety habits
- Sanitation techniques
- Safety procedures
- Terminology
- Location of condiments
- House policy

DO:

- Clean fill dispensers
- Store condiments

Key

Pretest:

1. Instructor's satisfaction

Menu, Condiment/Sundry Checklist

	Yes	No
a. assembles supplies	___	___
b. uses personal hygiene	___	___
c. uses sanitation techniques	___	___
d. reviews menu	___	___
e. describes menu changes	___	___
f. tells prices	___	___
g. tells method of preparation	___	___
h. answers questions regarding coupons	___	___
i. redeems coupons	___	___
j. replenishes condiments	___	___
k. cleans condiment containers	___	___
l. replenishes sundries	___	___
m. cleans sundry containers	___	___
n. keeps side stand neat	___	___
o. works without waste	___	___
p. shows pride in work	___	___
q. manages time	___	___
r. shows initiative	___	___

Posttest:

Completion of "Menu, Condiment/Sundry Checklist."

S3.3

WAITER/WAITRESS . . . . FOLDS CLOTH NAPKINS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Fold cloth napkins

Terminal Performance Objective:

Given a request to fold cloth napkins, the student will be able to fold twenty-one 18" napkins in any three of the eight styles designated by the instructor.

Materials Needed:

1. This packet
2. Pen or pencil
3. Cloth napkins

Pretest:

Directions: Perform the following skill activity.

1. Fold a total of 21 napkins; 7 in the tent style, 7 in the candle style, and 7 in the crown style. Ask your instructor to check your skills.

Contents:

Folding Napkins

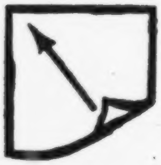
Folding napkins is one type of sidework or duty of the waiter/waitress. The folding and placing of napkins on the table varies depending upon the type of service and the restaurant. Some of the napkin folds are very elaborate, others quite plain.

Sometimes a restaurant changes the color of linens and the type of napkin folds used during the day. Be sure that the napkins are always spotlessly clean and freshly pressed before using. Never use good table linens to clean up spills on any surface.

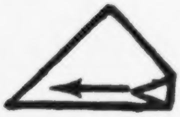
When practicing to fold the following napkin styles, use paper napkins. When you are ready to actually fold napkins for service, then use the freshly washed and starched linens.

The following illustrations describe how to fold eight common napkin styles; tent, candle, cuffed roll, ring fan, water glass fan, fan, rose, and crown.

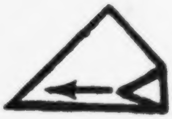
Tent



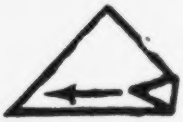
1. Fold corner to corner



2. Fold far corner to far corner



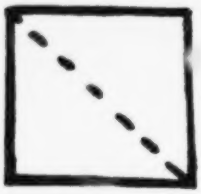
3. Fold far corner to far corner



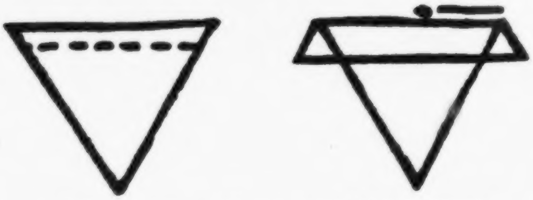
4. Fold far corner

5. Stand in center of cover like a tent

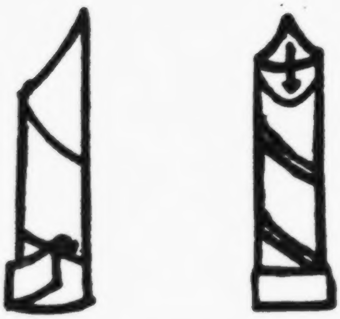
Candle



1. Fold napkin in half diagonally

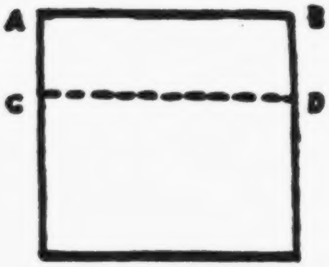


2. Make one fold up at base. Turn napkins over. Roll sideways

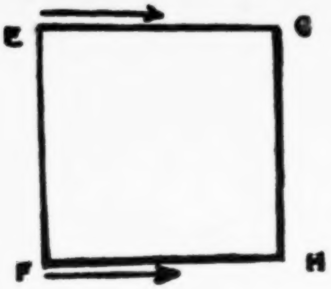


3. Tuck end into cuff at base, stand up. (Can use ring at base or set in wine glass.) May pull down outside point at top.

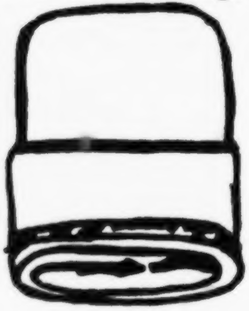
Cuff Roll



1. Bring edge AB down to fold on CD and press.

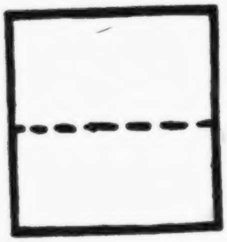


2. Turn the napkin over and roll it from edge EF toward edge GH

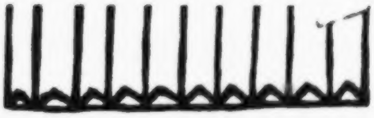


3. Finished napkin

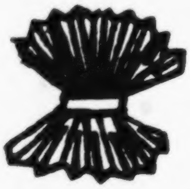
Ring Fan



1. Fold napkin in half

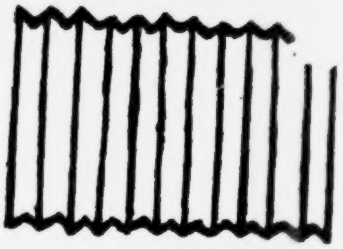


2. Starting from one end of half folded napkin, fold in accordian pleats the complete length, pressing pleats in firmly.

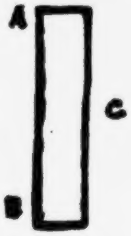


3. Place ring in center of pleats with folded edges up and spread ends out.

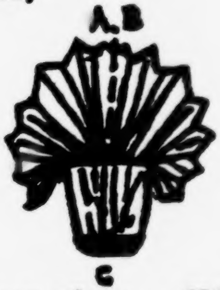
Water Glass Fan



1. Fold napkin complete width in accordian pleats

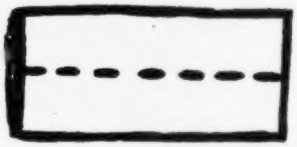


2. Fold in half and press lightly

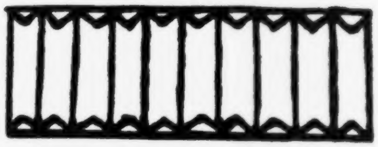


3. Push folded Point C into water glass. Clip or pin inside folds (A & B) at top. Let sides fall over glass to form fan.

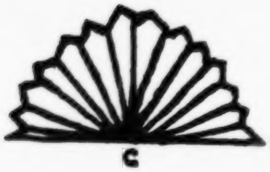
The Fan



1. Double fold a napkin bottom to top

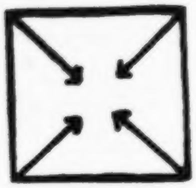


2. Make accordian pleats from one end to the other and press

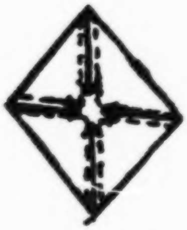


3. Fan out top with one hand with other hold bottom pleats tightly together. Set up or lay flat on plate. (Can secure with napkin ring at C and stand up.)

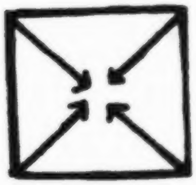
Rose

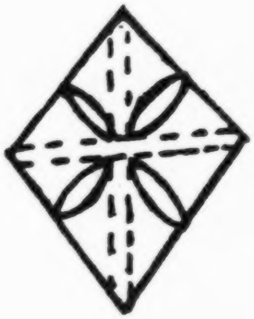


1. Fold all four corners of square napkin to meet in center

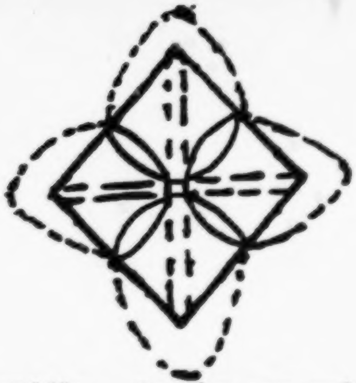


2. Repeat with new four corners. If napkin is large enough, repeat with new four corners

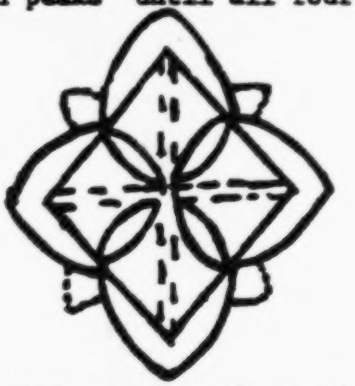




3. Turn over and press   Fold all four corners in again

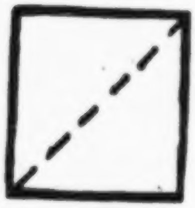


4. Press one hand in middle. One by one pull corner flaps on underside up, pinching in "mountain peaks" until all four flaps are up.

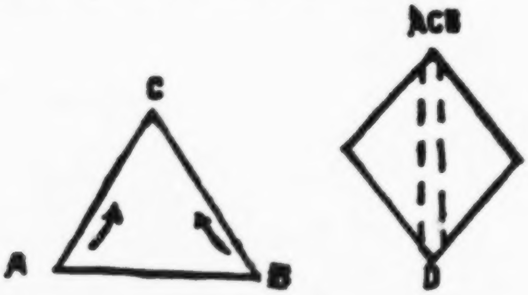


5. Pull single "leaf" parts up from underneath and puff out. If large napkin was used, reach under and pull up remaining leaf. Glass or soup cup may be put in center. If napkin is large enough, a soup bowl may be placed in center.

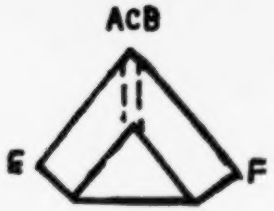
The Crown



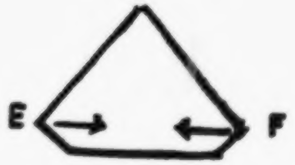
1. Fold napkin in half diagonally and press



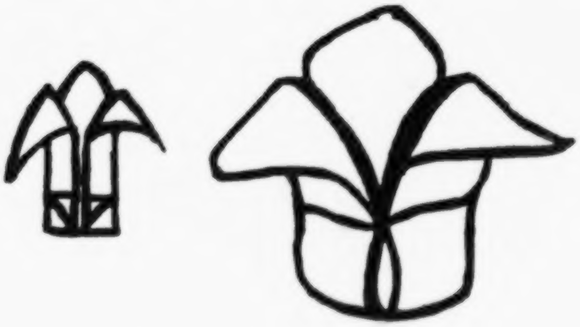
2. Fold Point A to C and Point B to C



3. Fold Point D approximately 2/3 of the way up to the Point ACB forming line EF. Press fold Point D back to line EF folded.



4. Turn over. Tuck Point E into Point F forming a round base.



5. Stand napkin up and flare out two top corners.

Posttest:

Directions: Perform the following skill activity.

1. Fold twenty-one 18" linen napkins in any three of the eight styles designated by your instructor.

SOURCES

Evenson, Sylvia and Sterzinger, Sonja, A Training Guide Waiter Waitress, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Key

Pretest:

1. Instructor's satisfaction

Posttest:

1. Instructor's satisfaction

WAITER/WAITRESS ....SETS TABLES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Sets tables for American service and buffet service

Terminal Performance Objective:

Given a request to set tables including a buffet table, student will be able to set tables for American service by completion, with 100% accuracy, of "Table Setting Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Tables
4. Chairs
5. Flatware
6. Glassware
7. Dinnerware
8. Napkins
9. Tablecloth
10. Place mats
11. Ashtray
12. Salt and pepper
13. Sugar bowl
14. Centerpiece
15. Buffet table

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. Identify the flatware and dinnerware pictured below by writing the correct names in the blanks provided.

a. ____________

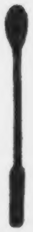
b. ____________

c. ____________

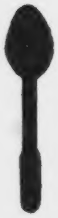
d. ____________

e. ____________

f. ____________

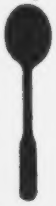


g. ____________



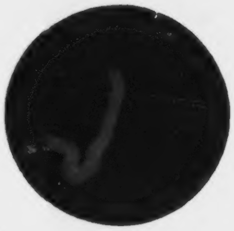
h. ____________

i. ____________

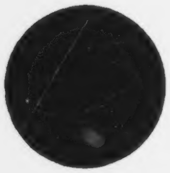


j. ____________

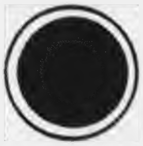
k. ____________



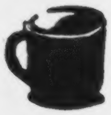
l. ____________



m. ____________



n. ____________



o. ____________

p. ____________

q. ____________

2. Define what is meant by "American service."

3. Define what is meant by a "cover."

4. Draw a basic breakfast cover.

Table Edge

5. Draw a basic lunch cover.

Table Edge

6. Draw the correct placement for each of these items on a buffet table.

a. beverage
b. entrees
c. plates
d. salad dressing
e. butter
f. soup
g. green beans

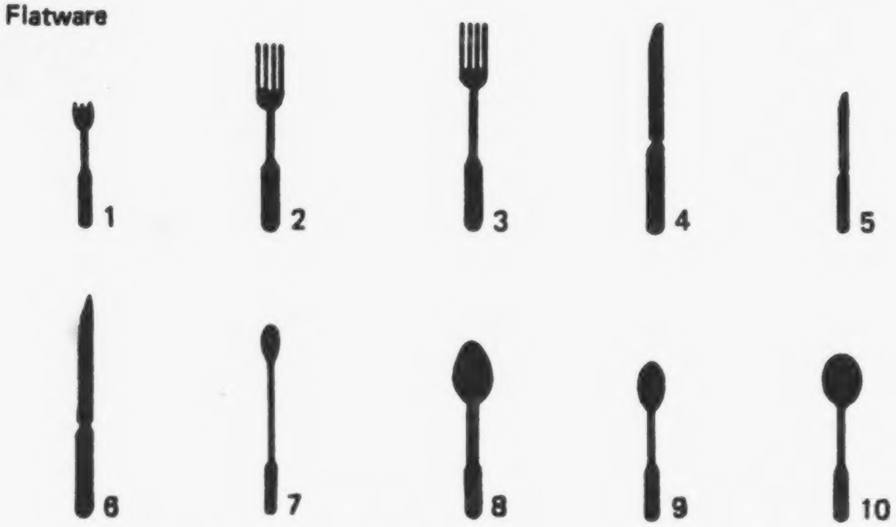
Front

Contents:

[illegible]

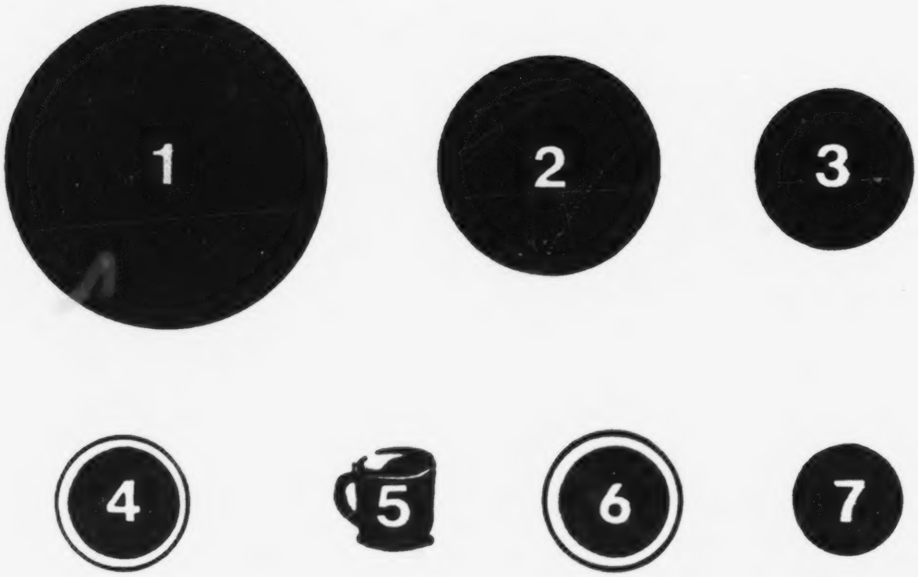
Kinds of Flatware, ~~and~~ Dinnerware and glassware.

Common flatware and dinnerware, and glassware pieces are as follows:



1. Cocktail fork or oyster fork
2. Salad fork
3. Dinner fork
4. Dinner knife
5. Butter knife
6. Steak knife
7. Iced teaspoon or parfait spoon
8. Serving spoon
9. Teaspoon
10. Soup spoon

Dinnerware



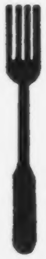
1. Dinner plate
2. Salad/or dessert plate
3. Butter plate
4. Soup or salad bowl
5. Coffee cup
6. Saucer
7. Monkey dish (fruit dish)

Activity 1:

Directions: Identify the flatware and dinnerware pictured below by writing the correct names in the blanks provided.

a. __________

b. __________



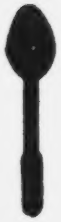
c. __________

d. __________

e. __________

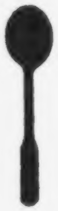
f. __________

g. __________

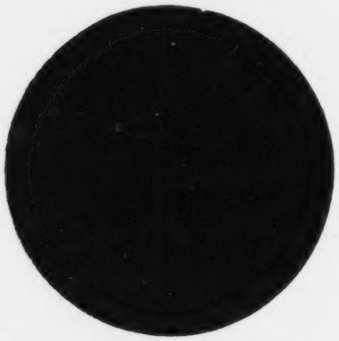


h. __________

i. __________



j. __________

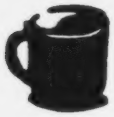


k. __________

l. __________

m. __________

n. __________



o. __________

p. __________

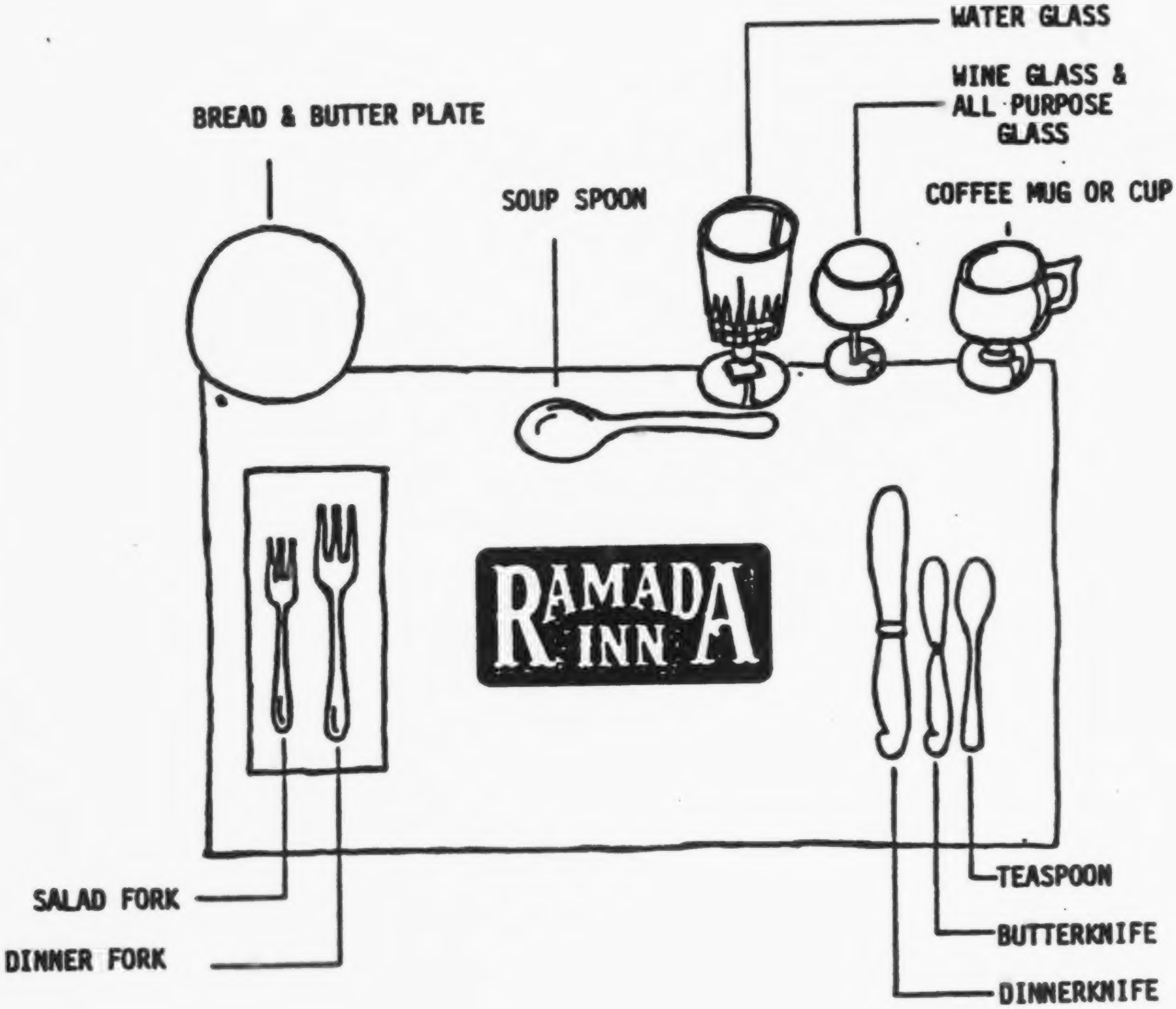
q. __________

Rules for Table Setting

The waiter/waitress is responsible for setting the table to reflect the type of service used in the restaurant and the type of meal (breakfast, lunch, dinner) to be served. The most common type of service is American service. This means that the food is plated in the kitchen and then served to the guests from trays.

Laying the Cover

The cover is an imaginary area of approximately 24 x 15 inches within which one place setting is put with necessary flatware, dinnerware, glassware, and napkin. A typical cover looks like this:


WATER GLASS
WINE GLASS & ALL PURPOSE GLASS
BREAD & BUTTER PLATE
SOUP SPOON
COFFEE MUG OR CUP
RAMADA INN
SALAD FORK
DINNER FORK
TEASPOON
BUTTERKNIFE
DINNERKNIFE

Setting the Flatware

Flatware is set by order of use. The flatware the customer will use first is placed on the outside of the place setting. For example, the salad fork is on the outside of the dinner fork because customers eat their salads before the main course. Follow these flatware placement rules:

1. Place knives and forks 9 inches apart so a dinner plate can easily rest between them.

2. Forks go to the left of the plate.

3. Knives are placed to the right of the plate with the cutting edge toward the plate.

4. Spoons go to the right of the knives.

5. All flatware is placed perpendicular to and 1 inch from the table edge.

6. Butter knives rest across the top of the bread and butter plate along side the plate or, beside the knife. The cutting edge of butter spreader is turned toward the butter plate.

Setting the Dinnerware and Glassware

Additional items to complete the cover are positioned for easy customer access. Follow these placement rules:

1. Position the bread and butter plate to the left of cover, directly above the meat fork.

2. Place the water glass at the right of cover just above the dinner knife.

3. The napkin can go underneath the forks, to the left of them, or in the center of the cover.

4. The cup and saucer goes to the right of the spoons approximately 2 inches from the table edge with the cup handle pointed away from the dinner plate. It can also be placed to the right of the other beverage glasses.

5. The sugar bowl, salt and pepper shakers, ashtray, and centerpiece are usually placed in the center of a small table. When wall tables for two are set, these items are usually placed on the wall side. When a large table is set up and several sets of sugar bowls and creamers are needed, they are placed at equal distances down the center of the table, with their handles toward the covers. Salt and pepper shakers are placed between the covers on a line parallel with the water glasses.

Activity 2:

Directions: Answer the following questions.

T F 1. The term "American service" means to place serving dishes at the table so guests can fill their plates.

T F 2. A cover is an imaginary area of approximately 24 x 15 inches for each guests flatware, dinnerware, and glassware.

T F 3. Flatware is positioned by order of use, from the inside out.

T F 4. Place knives and forks 16 inches apart.

T F 5. Knives, forks, and spoons go to the left of the plate on top of the napkin.

T F 6. Cup handles point outward.

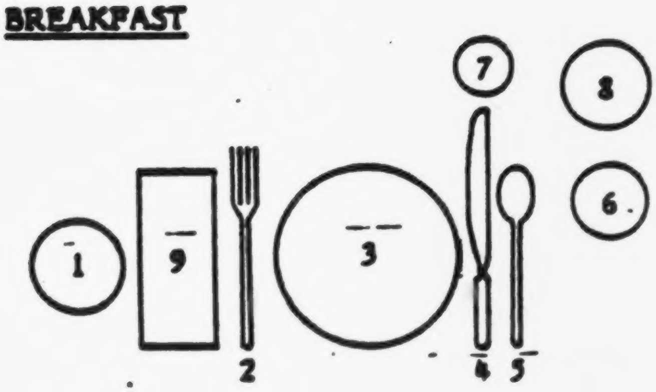
T F 7. Butter knives may rest across the top of the bread and butter plate.

T F 8. The water glass goes at the tip of the fork.

Table Covers in American Service

Each meal uses a slightly different variation of the basic American style cover.

A Breakfast Cover

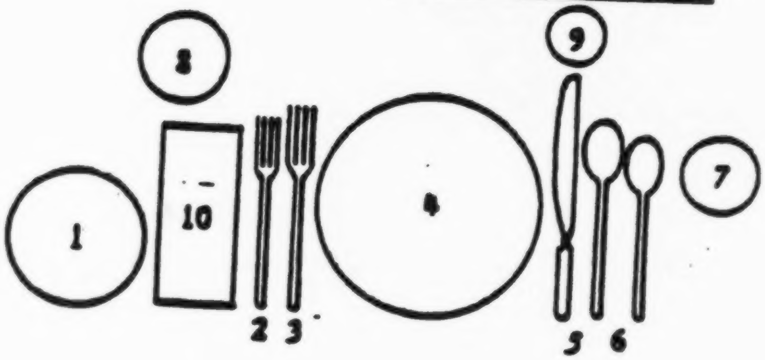


1. Plate of toast
2. Dinner fork
3. Breakfast plate
4. Knife
5. Teaspoon
6. Cup and saucer
7. Water glass
8. Coffeepot on underliner
9. Napkin

A Lunch or Simple Dinner Cover

LUNCH AND DINNER

1. Salad plate
2. Salad fork
3. Dinner fork
4. Dinner plate
6. Spoons
7. Cup and saucer
8. Bread and butter plate
9. Water glass
10. Napkin



Activity 3:

Directions: Draw the following covers.

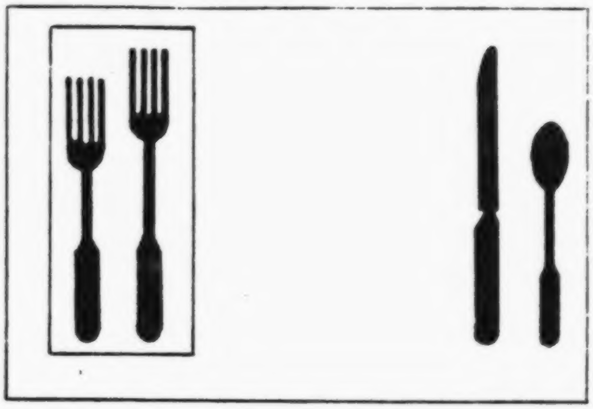
1. Draw a basic breakfast cover.

2. Draw a basic lunch cover.

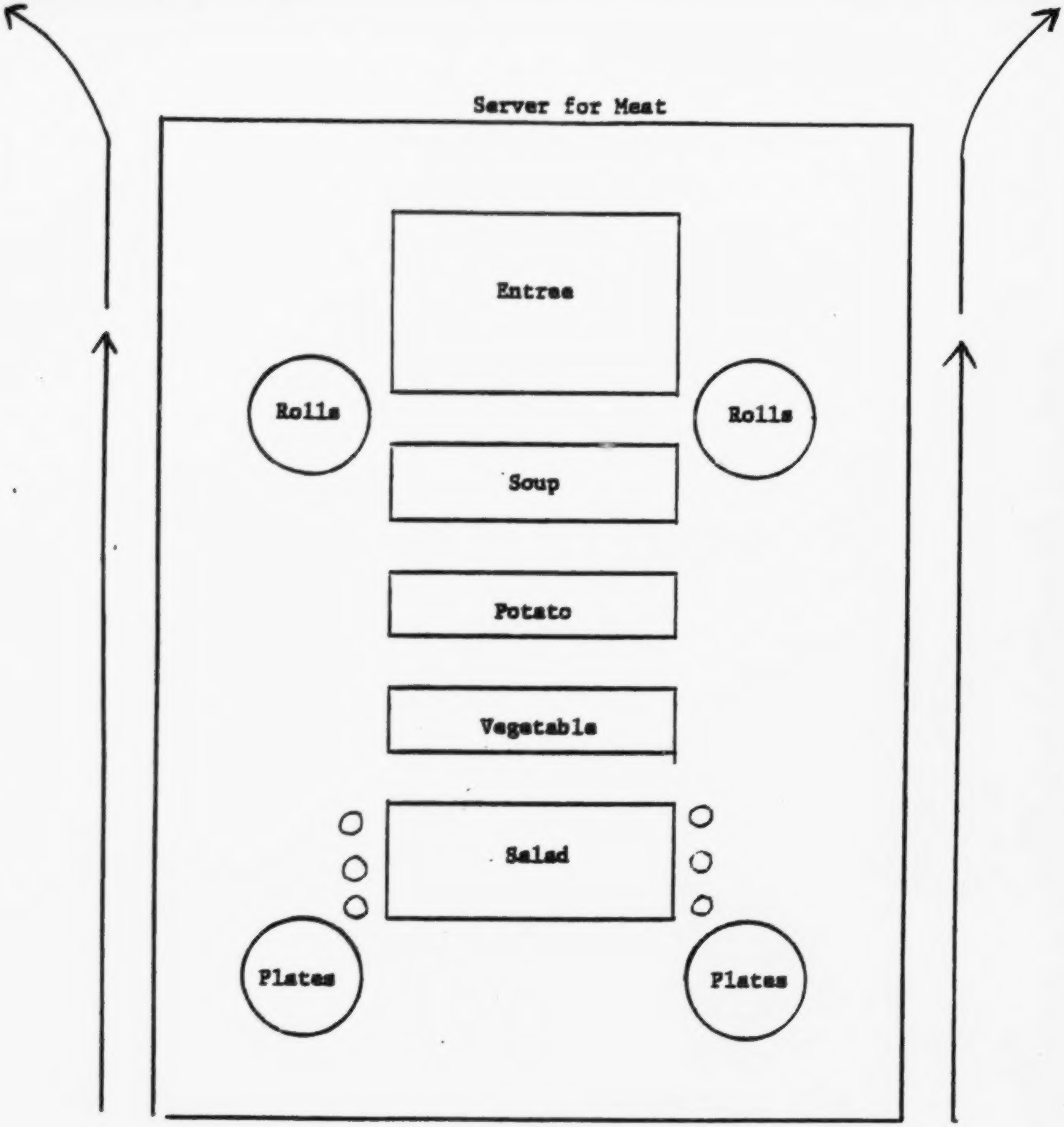
Buffet Service

Another way to arrange the dining area for service is with a buffet table. Flatware and napkins are positioned on individual tables for dining while the plates are positioned at the beginning of the buffet line. The buffet line offers an expansive array of attractive dishes placed on serving carts or tables. Each customer serves themselves from the displayed food and then selects a dining table. A service person may then take beverage orders from guests after the entire group is seated.

A cover would look like this.



The buffet table will first have salads then vegetables, potatoes, soups and the entree sections. Condiments, rolls, and desserts are next. Beverages are offered last. Each buffet dish must be atrractive to the guest's eye. It must be replenished as needed. Serving pieces should be spotless and appropriately placed with the food. Customers would be very unhappy to be given only a slotted spoon for the tossed green salad. Your supervisor will determine whether the buffet will be served single or double sided. Single sided buffet lines allow the customer to travel only one side while double sided accommodates faster movement because customers can use either side. If the buffet is double sided, check to see that food and utensils are positioned so customers on both sides will have easy access. Also, each side of the buffet must be identical. For example, the macaroni salad should be positioned in the same place for both buffet lines. A double sided buffet line might look like the following illustration.

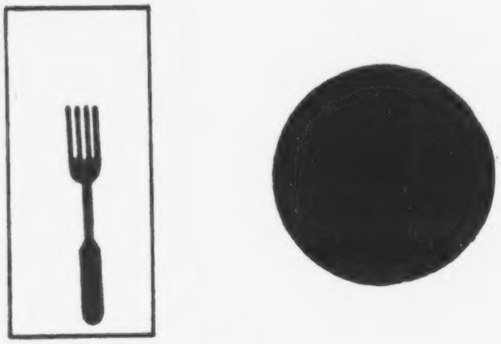

Server for Meat
Entree
Rolls
Rolls
Soup
Potato
Vegetable
Salad
Plates
Plates

The buffet table will have both hot foods, served from a steam table, and cold foods served from a cold food server sometimes called an ice bain-marie. Before serving time, the perforated inner liner on the cold food service is filled with crushed ice. The cold food is placed on this bed of crushed ice. As the ice melts, the water drips into the lower container. After setting up these tables, use the thermometer to check hot and cold internal food temperatures. Remember to closely regulate food temperatures. Do not allow foods to remain in the "danger zone," 45°-140°F.

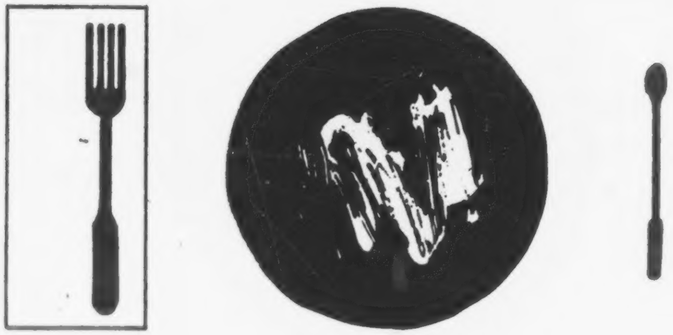
During service, wipe the rims of the containers brought from the kitchen before putting them into the steam table or cold food server. Keep them clean while serving. Wipe up spilled foods immediately and have garnishes attractively arranged.

Additional types of service are counter, banquet, and cafeteria. Place settings for counter service are quickly set up with only the necessary flatware for the specific food to be served. Examples are:

Cover for Apple Pie



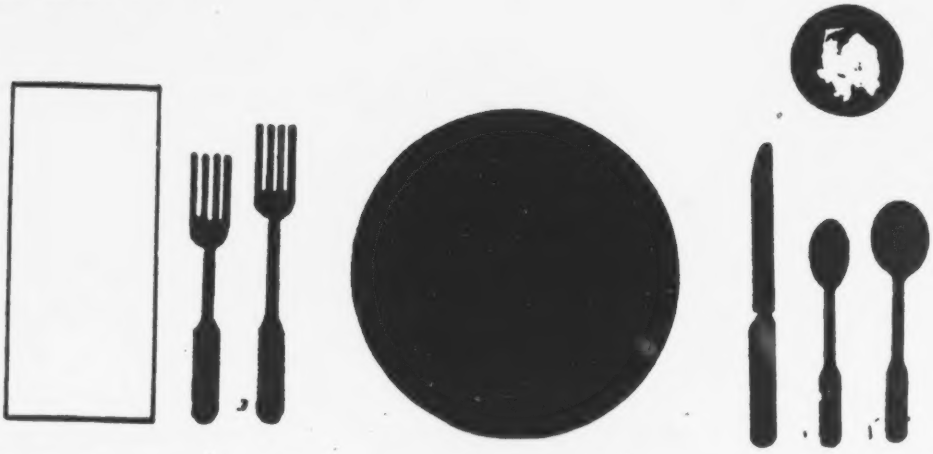
Cover for Hamburger and Shake



Place settings are simple and only necessary flatware, glassware, and dinnerware are used.

Banquet service provides quick service to a large group. The menu is set for the entire group. The total preparation of food is done in the kitchen and individual plates are brought to the tables.

Place settings for banquet service are like buffet service. A cover would look like this.



The simplest table setting is cafeteria style service. Tpyically, only salt and pepper, a sugar dispenser, and perhaps an ashtray is needed. These items are positioned in the center of the table.

Activity 4:

Directions: Answer the following questions.

1. Identify where these items would appear on a buffet table. Place an "1" by the first item, a "2" by the second item, etc.

    ___a. tossed green salad
    ___b. plates
    ___c. roast beef
    ___d. rolls
    ___e. butter
    ___f. beverages
    ___g. soup

2. A cold food server is sometimes called a ______________________________.

3. Draw a cover for a grilled cheese sandwich served counter style.

Posttest:

Directions: Set tables and arrange a buffet table. Then complete this checklist.

Table Setting Checklist

	Yes	No
1. selects flatware, dinnerware, and glassware		
2. flatware, dinnerware, glassware free from spots		
3. for breakfast service		
a. flatware in correct location		
b. dinnerware in correct location		
c. glassware in correct location		
4. for lunch service		
a. flatware in correct location		
b. dinnerware in correct location		
c. glassware in correct location		
5. for dinner service		
a. flatware in correct location		
b. glassware in correct location		
c. dinnerware in correct location		
6. places food items on buffet table		
7. places serving utensils on buffet table		
8. carries hot and cold food containers		
9. operates steam table		
10. operates cold salad table		
11. garnishes buffet table		
12. covers table, if needed (tablecloth, place mats)		
13. positions chairs		
14. spaces covers		
15. folds napkins		
16. places napkins		
17. positions ashtray, salt and pepper, sugar bowl and centerpiece		
18. table setting neat		
19. table setting attractive		
20. table setting uniform		
21. works quickly		

Table Setting Checklist

	Yes	No
22. uses personal hygiene	___	___
23. follows personal safety habits	___	___
24. uses sanitation techniques	___	___
25. works without breakage	___	___

SOURCES

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

Evenson, Sylvia and Sterzinger, Sonja, A Training Guide Waiter Waitress, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Service and Production, Mid-America Vocational Curriculum Consortium, 1976.

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., Food Service, Distributive Education, Instructional Materials Laboratory, University of Texas at Austin, Austin, Texas, 1970.

Job Skills: Waiter Waitress, Jobs for Arizona Graduates, Arizona Department of Education, Phoenix, Arizona, 1980.

Key

Pretest:

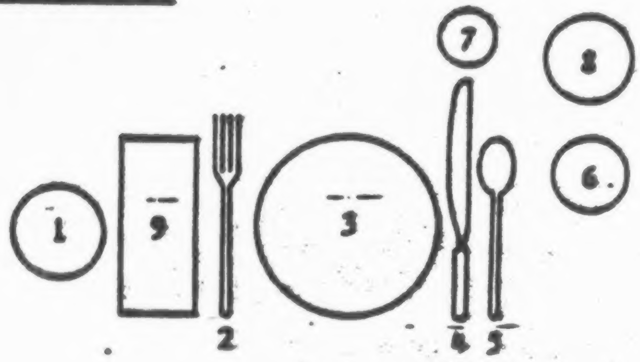
1. a. cocktail fork or oyster fork
   b. salad fork
   c. dinner fork
   d. dinner knife
   e. butter knife
   f. steak knife
   g. iced teaspoon or parfait spoon
   h. serving spoon
   i. teaspoon
   j. soup spoon
   k. dinner plate
   l. salad or dessert plate
   m. butter plate
   n. soup or salad bowl
   o. coffee cup
   p. saucer
   q. fruit dish

2. Food is plated in the kitchen and then served to the guests from trays.

3. An imaginary area of approximately 24 x 15 inches within which one place setting is put with necessary flatware, dinnerware, glassware, and napkin.

4.

BREAKFAST

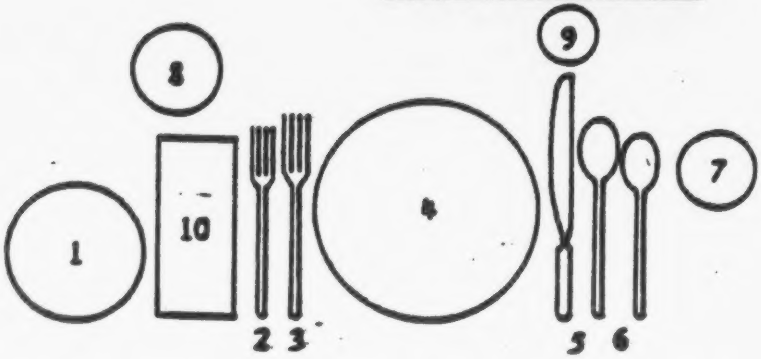


1. Plate of toast
2. Dinner fork
3. Breakfast plate
4. Knife
5. Teaspoon
6. Cup and saucer
7. Water glass
8. Coffeepot on underliner
9. Napkin

5.

LUNCH AND DINNER

1. Salad plate
2. Salad fork
3. Dinner fork
4. Dinner plate
6. Spoons
7. Cup and saucer
8. Bread and butter plate
9. Water glass
10. Napkin



6.

Beverages

Butter

Entree

Soup

Green Beans

Salad Dressing

Plates

7. Instructor's satisfaction

Table Setting Checklist

	Yes	No
8. selects flatware	___	___
9. dinnerware, flatware, glassware free from spots	___	___
for breakfast service		
a. flatware in correct location	___	___
b. dinnerware in correct location	___	___
c. glassware in correct location	___	___

Table Setting Checklist

	Yes	No
10. for lunch service		
a. flatware in correct location	___	___
b. dinnerware in correct location	___	___
c. glassware in correct location	___	___
11. for dinner service		
a. flatware in correct location	___	___
b. glassware in correct location	___	___
c. dinnerware in correct location	___	___
12. covers table, if needed (tablecloth, place mat)	___	___
a. positions chairs	___	___
b. spaces covers	___	___
c. folds napkins	___	___
d. places napkins	___	___
e. positions ashtray, salt and pepper, sugar bowl and centerpiece	___	___
f. table setting neat	___	___
g. table setting attractive	___	___
h. table setting uniform	___	___
i. works quickly	___	___
j. uses personal hygiene	___	___
k. follows personal safety habits	___	___
l. uses sanitation techniques	___	___
m. works without breakage	___	___

Activity 1:

1. a. cocktail fork or oyster fork
   b. salad fork
   c. dinner fork
   d. dinner knife
   e. butter knife
   f. steak knife
   g. iced teaspoon or parfait spoon
   h. serving spoon
   i. teaspoon
   j. soup spoon
   k. dinner plate
   l. salad or dessert plate
   m. butter plate
   n. soup or salad bowl

o. coffee cup
p. saucer
q. fruit dish

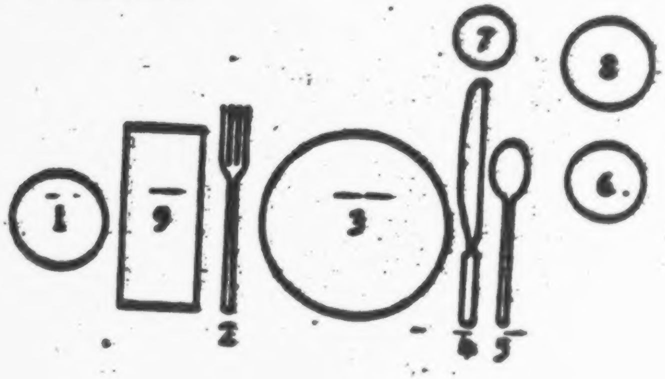
Activity 2:

1. F
2. T
3. F
4. F
5. F
6. T
7. T
8. F

Activity 3:

1.

BREAKFAST

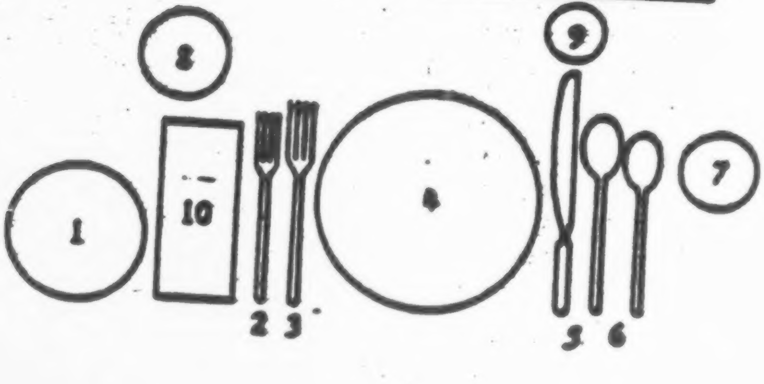


1. Plate of toast
2. Dinner fork
3. Breakfast plate
4. Knife
5. Teaspoon
6. Cup and saucer
7. Water glass
8. Coffeepot on underliner
9. Napkin

2.

LUNCH AND DINNER

1. Salad plate
2. Salad fork
3. Dinner fork
4. Dinner plate
6. Spoons
7. Cup and saucer
8. Bread and butter plate
9. Water glass
10. Napkin

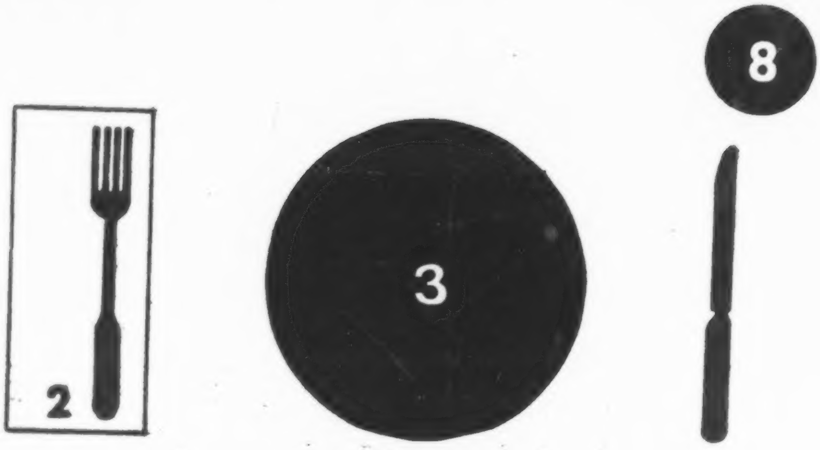


Activity 4:

1. a. 2
   b. 1
   c. 5
   d. 4
   e. 6
   f. 7
   g. 3

2. ice bain-marie

3.



Posttest:

Completion with 100% accuracy of "Table Setting Checklist."

WAITER/WAITRESS .... TAKES AND SERVES ORDERS

Job Skills:

Take and serve guests' orders

Terminal Performance Objective:

Given a request to take and serve guests orders, the student will be able to make menu suggestions, take orders, place orders, pick-up orders, and serve orders to guests as evidenced by completion of "Taking and Serving Guests Orders Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Menus
4. Tables/chairs
5. Order book
6. Telephone
7. Wheel or clip
8. Dinnerware
9. Tray
10. Tray stands
11. Coffee pot
12. Water pitcher
13. Glassware

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. If you were waiting on a table and the customer asked you to suggest a low calorie entree, what would you say?

2. If a customer asked how the liver is prepared, what would you say?

T F 3. "Suggestive selling" means to encourage customers to order foods they would not normally want.

T F 4. Start taking dinner orders by beginning with the customer to the left of the host/hostess.

T F 5. Carefully write down the food order to correspond with the chair number.

T F 6. Each guest's order should be taken from his/her left.

T F 7. List food items on the check in the order they will be served.

T F 8. The common abbreviation for "coffee" is CO.

T F 9. Guests placing orders by telephone are just as important as guests in the restaurant.

T F 10. Different restaurants use various ordering practices.

T F 11. Use a tray stand to hold the tray when serving food.

T F 12. Serve food from the right and beverages from the left.

T F 13. To replenish water, go from guest to guest asking each if they desire more water even if their glass is empty.

14. Take orders from four guests seated for dinner. Then, pick up orders and serve to guests. Ask your instructor to check your skills.

Contents:

Make Menu Suggestions

A waiter/waitress must be thoroughly familiar with the menu--its contents, arrangements, and prices. Frequently a new customer does not know where to find certain items on the menu. The waiter/waitress should tactfully point these items out to the guest. Sometimes a customer fails to notice a special or some other feature on the menu. Therefore, this item may be pointed out to the guest. A foreign name or an unfamiliar food item may cause a problem for a guest. The guest will appreciate a simple explanation of the item, or a brief description of the ingredients. Exact choices permitted on a menu may cause questions by a guest. The waiter/waitress should also explain these.

A customer often wants to know how a dish is prepared. The customer deserves a prompt and accurate answer. For example, a customer may say, "How is the Imperial Crab prepared?" The waiter/waitress should say, "It is fresh crabmeat, combined with cream, capers, and green pepper, and then baked in a crab shell."

Guests may have special dietary needs and so will seek specific information about the food. For instance, the customer with a high cholesterol count and unable to eat foods fried in animal fat may ask if the potatoes are fried in lard. Thus, to better serve the customer, the waiter/waitress must possess a thorough knowledge of the menu.

A waiter/waitress should know the approximate length of time required to prepare foods. For example, a guest in a hurry should be told that it will take at least ten minutes to prepare broiled steak. The waiter/waitress may suggest Swiss steak or prime rib of beef since they require less preparation time.

Selling items other than those asked for by the guest is known as suggestive selling. Whenever a waiter/waitress prompts a customer to order something he/she probably would not have ordered otherwise, suggestive selling is being used. Specific suggestive selling techniques are listed below:

1. Suggest additional food items to accompany the guest's order. For instance, if soup is ordered, suggest they also order a sandwich and beverage.

2. Use a positive approach. At the end of the meal say, "What would you like for dessert?" rather than, "Is that all?"

3. Offer the larger cut. For instance, if prime rib comes in 4-oz. and 8-oz. serving sizes, say, "Will that be the 8 ounce?"

4. Match the suggestion with the type of customer. Suggest an oyster stew to a tired, chilled motorist; a salad to an overweight businessman, etc.

5. Be positive and descriptive. Terms that indicate quality or tastiness, like "hot buttered" rolls, "chilled" watermelon, or "old-fashioned" strawberry shortcake, create a mental impression of the delicacy that may help to sell the product.

Activity 1:

Directions: Answer the following questions.

1. If you were waiting on a table and the customer asked you to suggest a good luncheon item, what would you say?

2. If a customer asked you how the shrimp salad was served, what would you say?

3. What does "suggestive selling" mean? Give one example.

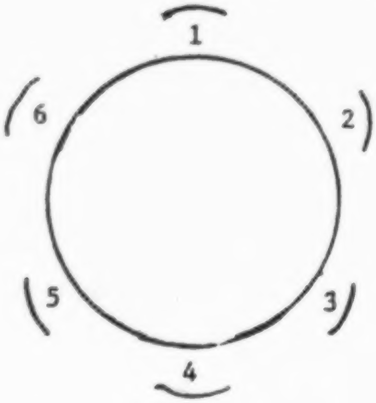
Take Orders

A guest is ready to place his/her order when he/she puts the menu down or when he/she gives a signal. If there is a host in the party, he may wish to order for his guest, or he may want each guest to order for himself. If he wants each guest to order for himself, the waiter/waitress will start with the person to the right of the host.

To provide the best possible service, the waiter/waitress must be systematic by mentally numbering the chairs at a table to correspond with the order. This system enables the waiter/waitress to deliver the right order to each customer. It also prevents such questions as, "Who has the green salad"?

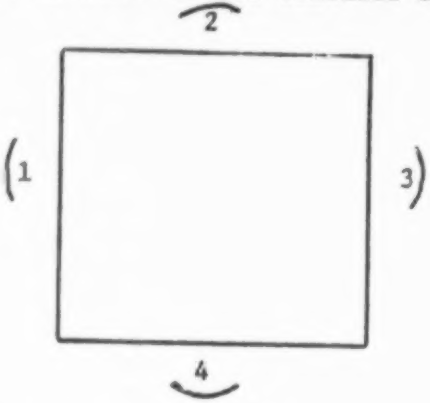
Two examples of order taking procedures used by Ramada Inns are illustrated below.

Example 1



This diagram shows a party of six, with the party's host/hostess sitting in chair #2. If the host/hostess doesn't relay the order to the waiter/waitress, start taking orders from the person in chair #1 and continue counterclockwise; #6, #5, #4, #3, and #2.

Example 2



This diagram shows a party of 4, with the party's host/hostess sitting in chair #3. (This restaurant uses the chair closest to the piano as chair #1.) Number the chairs. The host/hostess relays the party's order and the waiter/waitress marks the order slip or guest check as follows:

#2 - toss	1000
#1 - toss	SP
#4 - toss	FR
#3 - toss	FR

The guest to the right of the host/hostess ordered a tossed green salad with thousand island salad dressing, the next person (chair #1) ordered a tossed salad, too, with the special salad dressing. And the next two guests, including the table's host/hostess, ordered a tossed green salad with French dressing.

The guest's order should be taken from his/her left. The waiter/waitress will stand at the left of the guest, close enough to hear easily and to answer questions. Bending forward slightly from the hips gives the impression that the waiter/waitress is listening carefully. Never slouch or rest the order book on the table. The waiter/waitress will stand beside a guest while slowly and silently counting to seven. If the customer has decided what he/she wants, he/she will begin giving the order. If not, he/she may wish assistance.

Foods are listed on the check in the order that they are to be served; beginning with the appetizers and soups, then listing the entrees, and finally the desserts and beverages. The written order should be repeated to the customers to make sure that it is correct and to give the customer an opportunity to make changes or additions.

The waiter/waitress will check to see if there will be individual tickets or all on one. They will record the number of persons in the party and the table number on the ticket. Give each customer a number on the guest ticket in order to keep the tickets and the customers in order. A sample guest ticket is illustrated below:

Sample Guest Ticket

Date	Waiter/ Waitress	Station	No. in Party	No. 104
			Sub Total	
			Tax	
			Total	

If a mistake is made, the waiter/waitress should not attempt to erase the check, nor throw the check away. For a minor error, the error can be crossed out; for a major error, the supervisor should be contacted.

The waiter/waitress should not leave the table until all the orders are correct. They must never leave a part of the order to memory, but, instead, write everything down. After writing the order, the waiter/waitress should move quietly and efficiently from the table, gathering the menus while leaving.

Common abbreviations used by waiter/waitresses are as follows:

Chicken	CH
Hamburger	HAMB
French Fries	FF
Bacon, Lettuce & Tomato Sandwich	BLT
Filet Mignon	FM
Chopped Steak	STK, CHOP
Rare cooked	R
Medium cooked	M
Well cooked	W
French Dressing	FR
Thousand Island Dressing	1000
Tossed Salad	TOSS
Coffee	COF
Special	SP

Activity 2:

Directions: Answer the following questions.

T F 1. Start taking food orders by beginning with the host/hostess of the group.

T F 2. When writing down the order, correspond the chair number with the order number.

T F 3. The guest's order should be taken from his/her right.

T F 4. When listing foods on the check write down beverages, desserts, appetizers, vegetables (side dishes), and then the entree.

T F 5. The common abbreviation for French Fries is "French."

Telephone Orders

Some restaurants conduct a great deal of business through telephone orders. Whenever the phone rings and you pick it up, you have a potential customer on the line. Your telephone manners help to determine whether this person decides to become a customer.

Always answer the phone promptly with a pleasant tone of voice. Follow the house policy regarding greetings and closing statements. Identify yourself. For example, say: "Good afternoon, Fat Chance Restaurant, Joe speaking. May I help you?"

Have paper and pencil handy. Double check to be sure you have the correct order. Repeat the information received back to the caller. Be sure you have names correctly spelled.

If you need to check on something say, "Just a moment. I will check on that for you. Please hold." Then, carefully place the receiver on a padded surface. Don't yell across the room. If you are not able to get the information, inform your caller. Tell them that you were not able to get the information for them at this time, but tell them when they can call back and for whom they should ask. End each call courteously with, "Good-bye. Thank you for calling Fat Chance Restaurant," or some other appropriate statement. Keep in mind that this caller might be your employer or one of his/her best friends. Make a positive impression!

Place Orders

Procedures used for giving and collecting orders in the kitchen vary from one restaurant to another. Some restaurant employees type the order in on the computer, others time stamp the order, and still others place the order on a wheel. In large restaurants, there may be separate ordering areas for various entrees. For example, there may be a section for roasts and ready-to-serve food items, another section for short orders such as steaks and chops, and another for salads and cold-meat orders. Regardless of the type of ordering system, the most important thing to remember is to place the orders. The waiter/waitress may waste time waiting for an order, only to find that it was never ordered to begin with!

Pick Up Orders

A waiter/waitress should know when each course is needed and the time necessary to prepare the course, especially when foods are cooked to order. Food requiring the longest time to prepare should be ordered first. The waiter/waitress should plan the order so that the entire order can be assembled at one time.

To assemble the order, first collect all the serving equipment needed. Then, collect all accompaniments, such as bread, crackers, relishes, butter, cream, etc. Next, pick up cold foods, taking care to keep them away from hot foods on the tray. Hot food should be picked up next. Pick up hot breads last. Rinse teapots and coffee pots with hot water before filling them. Never pour cold drinks in warm glasses or place cold salads on warm plates.

Carefully load the tray with the larger, heavier plates and dishes in the center and the smaller pieces placed toward the edges. Pick up cups by the handle, glassware by the stem, and dinnerware by the edge and bottom. The tray should be loaded so that it is evenly balanced and so that objects on the tray will neither slip nor spill while the tray is being carried. Before leaving the kitchen, check all orders to see that they are correct, complete, properly cooked, and attractively served, with no spilled food on the plate edges.

Serve Orders

When serving the orders, place trays of food on a tray stand. Start with the person at the right of the host and continue counterclockwise around the table. Serve all food from the left and beverages from the right. Hold the plate with the fingers under the plate and the thumb on the edge of the rim of the plate. Always place appetizers and cereal and soup bowls on plates called underliners, and set them in the center of the cover in front of the guest. Never use soiled, chipped, or cracked dinnerware or glassware.

Serve food at the appropriate temperature. Do not let hot foods sit and become cold or let cold food come to room temperature. Place the plate of food in the center of the cover, with the entree closest to the guest. Serve only food that is appetizing and is attractively garnished.

When replenishing glasses or cups, do no lift them up from the table. Whenever pouring a hot beverage for guests seated close together, use a clean folded napkin in your left hand to shield the guest from the hot container.

Activity 3:

Directions: Answer the following questions.

1. What kind of greeting should be used when answering the telephone?

2. Regardless of the type of ordering system, the most important thing to remember is to ______________________________ the order.

T F 3. The first step when assembling an order is to collect all necessary serving equipment.

T F 4. Trays are loaded with heavy items around the rim and smaller, lighter items in the center.

T F 5. When serving the orders, start with the person to the right of the host.

T F 6. When replenishing glasses or cups, do not lift them up from the table.

SOURCES

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Hatchett, Melvin S., Food Service (A Distributive Education Manual), The University of Texas at Austin, Austin, Texas, 1970.

Evenson, Sylvia and Sonja, Storzinger, A Training Guide Waiter Waitress, Minnesota Curriculum Services Center, White Bear Lake, Minnesota.

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

Posttest:

Directions: For four guests at dinner; make menu suggestions, take orders, place orders, pick up orders, and serve orders.

Taking and Serving Guests' Orders Checklist

		Yes	No
1.	Assembles equipment	___	___
2.	Uses personal hygiene	___	___
3.	Follows personal safety habits	___	___
4.	Uses sanitation techniques	___	___
5.	Follows safety procedures	___	___
6.	Greets guests	___	___
7.	Describes menu item(s)	___	___
8.	Makes suggestions	___	___
9.	Confirms order	___	___
10.	Answers guests' questions	___	___
11.	Takes orders	___	___
12.	Records orders	___	___
13.	Collects menus	___	___
14.	Places orders	___	___
15.	Operates order wheel (if used)	___	___
16.	Loads tray	___	___
17.	Carries tray	___	___
18.	Serves from tray	___	___
19.	Uses table service techniques	___	___
20.	Replenishes food and beverages	___	___
21.	Works without breakage	___	___
22.	Shows pride in work	___	___
23.	Manages time	___	___
24.	Cooperates with others	___	___
25.	Contributes to a team effort	___	___

Key

Pretest:

1. "Fish or poultry would be nice. The broiled trout is prepared without oil and the roasted chicken is quite popular."

2. "Our liver is freshly dipped in a light batter and then pan fried until golden brown. It is served with onions, baked potato and your choice of soup or salad."

3. F
4. F
5. T
6. T
7. T
8. F
9. T
10. T
11. T
12. F
13. F
14. Instructor's satisfaction

Taking and Serving Guests' Orders Checklist

	Yes	No
a. Assembles equipment		
b. Uses personal hygiene		
c. Follows personal safety habits		
d. Uses sanitation techniques		
e. Follows safety procedures		
f. Greets guests		
g. Describes menu item(s)		
h. Makes suggestions		
i. Confirms order		
j. Answers guests' questions		
k. Takes orders		
l. Records orders		
m. Collects menus		
n. Places order		
o. Operates order wheel (if necessary)		
p. Loads trays		
q. Carries tray		
r. Serves from tray		
s. Uses table service techniques		

		Yes	No
t.	Replenishes food and beverages	___	___
u.	Works without breakage	___	___
v.	Shows pride in work	___	___
w.	Manages time	___	___
x.	Cooperates with others	___	___
y.	Contributes to a team effort	___	___

Activity 1:

1. "The steamed fish is very good today."

2. "It is gently tossed and served chilled in an avocado half."

3. Selling items other than those asked for by the guest.

Activity 2:

1. F
2. T
3. F
4. F
5. F

Activity 3:

1. "Good morning, Pete's Place. Emily speaking, may I help you?"

2. Place

3. T
4. F
5. T
6. T

Posttest:

Completion of "Taking and Serving Guests' Orders Checklist."

FRY/GRILL COOK . . . RECEIVES, PLATES, SCANS AND TALLIES ORDER

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Receive, plate, scan, and tally food orders

Terminal Performance Objective:

Given a request to coordinate food orders, student will be able to receive, plate, scan, and tally food orders as evidenced by completion of "Coordinating Food Order Checklist."

Materials Needed:

1. This packet
2. Pen or pencil
3. Food orders
4. Serving station
5. Thermometer
6. Plates/dishes
7. Portioning equipment

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. List five motion conservation techniques.

   a.
   b.
   c.
   d.
   e.

2. For each of the following items, list proper portioning techniques.

   a. custard
   b. orange
   c. cake
   d. french fries
   e. ham

3. Receive, plate, scan, and tally a food order. Ask your instructor to check your skills.

Contents:

Scheduling Food Production

Careful timing of food preparation will insure high quality, flavorful food for the customer. Food should not be prepared so far in advance that it tastes like a leftover nor should production schedules be so tight that major tasks are not yet complete when food orders arrive in the kitchen.

When planning production schedules, the supervisor will examine the total time for each production stage (assembling ingredients, preparing, combining, mixing, baking, cooling, and serving). For example, if both biscuits and custard were being prepared in the bake station, the schedule must allow for differences in baking temperatures and differences in preparation and cooling time for each product.

A food station production schedule might look like this (Figure 1).

Figure 1 FOOD PRODUCTION SCHEDULE

	Food	No. of Servings	Size of Servings	No. Served	Quantity Not Used
Day - Thurs. Date - Oct. 2	Brownies	48	1 X 2	22	26
Day - Date -					

The food service supervisor will check on production progress. He/she will decide how to utilize leftovers and how to make emergency food adjustments. A check sheet for food production might look like this (Figure 2).

Figure 2

CHECK SHEET FOR PRODUCTION SCHEDULE

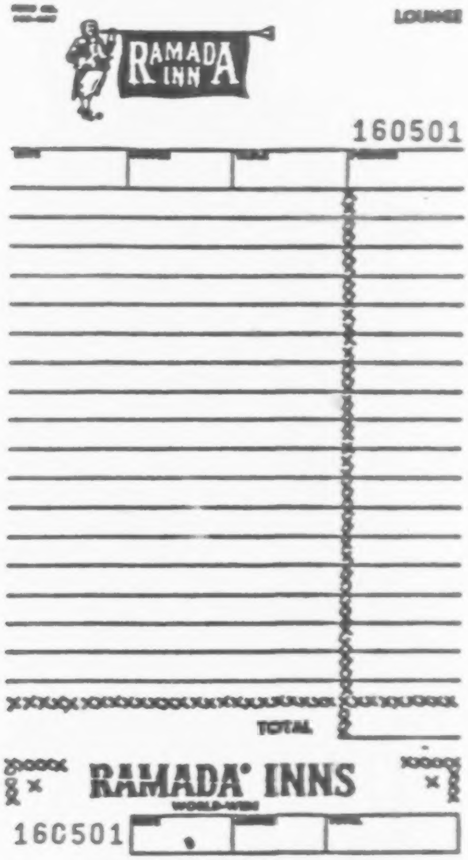
Stations	Food	On Time	Notes
Entree	Roast Beef	+	Inside temperature 120°; will be done on time
Soup and Vegetables	Bean Soup	-	Undercooked at serving time; need to substitute

Receiving Food Orders

The system of communicating orders to the kitchen varies among restaurants depending on their size of kitchen, type of menu, and style of service. One system is the wheel. The waiter/waitress places the order on the wheel and then spins it around so it is in front of the production person.

This is one type of guest check used by Ramada Inn (Figure 3).

Figure 3
Guest Check


LOUNGE
RAMADA INN
160501
TOTAL
RAMADA INNS
WORLD-WIDE
160501

Customers who are seated together will have their orders processed together. Each food service facility has its own way of indicating that a series of checks/orders go together.

It takes a great amount of cooperation and organization between everyone involved in order to time the meal and the service, so that the customer is properly and efficiently accommodated.

Plating Food Order

Work, such as plating food, can be done most efficiently when it flows (moves smoothly) in a natural progression, usually this means either a flow from the right to left or from left to right.

When receiving and processing orders, the food service employee must be organized. All supplies must be assembled before beginning work. Supplies and equipment must be close to the area where they are needed and unneccesary steps or movements must be eliminated.

For efficiency, the work center must be compact. Place frequently used materials within normal reach and occasionally used items at maximum reach. Materials should be arranged in the best position so that both hands can be used in a smooth, rhythmic flow of work. Storage should be systematized to eliminate searching. Also, needed items should be stored in or near the work center where they will be used most frequently.

When plating food, follow simple principles of time and motion conservation such as:

1. Use hands in unison or move arms at the same time.
2. Move arms simultaneously in opposite and symmetrical directions.
3. Use the smallest part of the body that produces the best results.
4. Use motions that are easiest for the worker.
5. Use tools or equipment to free hands and fingers.
6. Arrange tools, equipment, and suppliers within normal reach area.
7. Work at a comfortable height.

Activity 1:

Directions: Answer the following question.

1. Let's follow Bob while he carries out one of his jobs to see how motion-conscious he is.

   He reads on the work schedule that he is to prepare the salad for the noon meal. The first item on the recipe card is lettuce, so he goes to the walk-in refrigerator, gets four heads of lettuce, takes them to the sink, and then returns to get four more heads of lettuce. The procedure he follows to remove the cores is to bend over the sink, pick up the lettuce in his right hand, transfer it to his left hand, pick up the knife, remove the core with his right hand, and put the head of lettuce on the drain board.

List the mistakes Bob made.

Some foods are portioned before cooking and some after. Portioning examples are ¼ lb. hamburger, 2 pieces chicken, 1 slice ham, 1 pkg. salt, and 1 medium orange per serving or portion.

Accuracy in pre-portioning is made possible by using the following equipment and pre-packaged foods:

1. Stainless steel ruler or marked pans for items like brownies
2. Scoops, ladles, dippers, and spoons for items like ice cream
3. Individual dishes for items like souffles
4. Scales for weighing portions like french fries
5. Cutters and slicers for items like meats, cheese and butter
6. Individual serving dishes like cream pitchers
7. Pre-packaged portions of catsup, salt, etc
8. Meats purchased in slices like hamburger patties

Activity 2:

Directions: Match the food items on the left with the best portioning techniques on the right.

___1. tuna salad
___2. meat
___3. brownies
___4. souffle
___5. french fries

a. ruler or marked pan
b. portion scale
c. scoop
d. slicer
e. individual baking dish

Portioning food is a helpful practice for many reasons.

1. Provides a basis for ordering foods
2. Reduces possibility of menu leftovers
3. Reduces food cost losses by reducing waste
4. Provides a basis for production of food items
5. Standardizes customer food expectation

Regardless of the size, the portion should appear ample. Select the proper size and color of plate. A large amount of food on a small plate may appear sloppy. A small amount of food on a large plate appears inadequate. Plate garnishes can help fill in space and add interesting color and texture.

Scanning Food Orders

All outgoing orders will be verified and checked for proper serving temperature. Orders are verified by scanning filled plates to insure specified portion and quality of food. Orders are checked with a thermometer for the following temperature standards:

1. Hot food - 140°F or above.
2. Cold food - 40°F or below.
3. Soup - 175°F to 180°F.
4. Hot beverages - 180°F.
5. Ice cream - 5°-10°F.

Tally Food Orders

A record must be kept of food served. This record will help in the planning of leftovers and in the planning of further production items. Additionally, an analysis of used food items will indicate customer preferences. For example, if biscuits appeared on the menu and 3 dozen were produced yet only 2 dozen consumed, the supervisor will probably schedule fewer biscuits for the next production.

The following worksheet may be used to record food quantities for an entire day. (Figure 4).

Figure 4 Food Tally

________________ Day

Breakfast	Total Prepared	Carry Over or Run Out of Time	Total Used	Meal Count
Bacon	10 lbs.	9 a.m.	10 lbs.	40
Lunch				
Dinner				

The supervisor determines the appropriate portion size or the amount of food to be served to a guest. This decision is influenced by the type of meals, food choices, serving methods, kind of customers, and cost of food and supplies. When plating food, exact specifications must be followed. See the following plating specifications sheet for specific examples (Figure 5).

Figure 5 Plating Specification Sheet

MENU ITEM	PORTION	PLATING	PREPARATION	GARNISH	COMMENTS
Top Sirloin Steak	6 oz	9" Plate	Open Face	2 Onion Rings Lettuce Parsley	
Italian Spaghetti	6 oz Spaghetti 3 oz Meat Sauce	11" Platter		Garlic Bread Parmesan Cheese	
Reuben Sandwich	2½ oz Corned Beef 1 Slice Swiss Cheese 1½ oz Sauerkraut	9" Plate	Rye Bread Grilled	Pickle Slice Potato Chips	
Che[illegible]s Salad Bowl	1 oz Julienne Ham 1 oz " " Cheese 1 oz " " Turkey 1 Egg-Quartered 4 Tomato Wedges Bacon Crumbles	8" Chilled Bowl		Saltines 2 Pats Butter	
	½ Head Lettuce				
Chilled Fruit Plate	Bed of Lettuce #16 Scoop Cottage Cheese or Sherbert Assorted Chilled Fruit	9" Chilled Plate			

Posttest:

Directions: Receive, plate, scan, and tally a food order.

Coordinating Food Order Checklist

	Yes	No
1. Sets up station	___	___
2. Receives food order	___	___
3. Keeps order for entire group together	___	___
4. Schedules from longest to shortest production time	___	___
5. Uses proper plate	___	___
6. Uses portioning	___	___
7. Manages time	___	___
8. Checks food order (for quantity and completeness)	___	___
9. Checks serving temperature	___	___
10. Conserves motions	___	___
11. Records foods served	___	___
12. Works without waste	___	___
13. Processes for storage	___	___
14. Cleans station/equipment	___	___
15. Contributes to a team effort	___	___

SOURCES

Food Service Employee, Texas Tech University, Lubbock Texas, 1975.

Food Manual, Ramada Inns, Phoenix, Arizona, 1976.

Kotscheuar, Lendal H., Quantity Food Production, Cahners Books, Boston, Massachusetts, 1966.

Key

Pretest:

1a. work at comfortable height
b. collect all materials in one trip using a tray or cart
c. work in compact area with supplies and equipment within easy reach
d. store items where most frequently used
e. eliminate unnecessary motions

2a. individual baking dish
b. count each ½ or 1
c. measure with ruler or used marked pans
d. weigh
e. use standardized slices

3. Instructor's satisfaction

Coordinating Food Order Checklist

	Yes	No
a. Sets up station	___	___
b. Receives food order	___	___
c. Keeps order for entire group together	___	___
d. Schedules from longest to shortest production time	___	___
e. Uses proper plate	___	___
f. Uses portioning	___	___
g. Manages time	___	___
h. Checks food order (for quantity and completeness)	___	___
i. Checks serving temperature	___	___
j. Conserves motions	___	___
k. Records foods served	___	___
l. Works without waste	___	___
m. Processes for storage	___	___
n. Cleans station/equipment	___	___
o. Contributes to a team effort	___	___

Activity 1:

1a. Bob wasted steps
b. He should collect all supplies at once using a tray or cart
c. He should use hands in unison and not change hands so often
d. He should work at a comfortable height, not bending over the lettuce

Activity 2:

1. c
2. d
3. a
4. e
5. b

Posttest:

Completion of "Coordinating Food Order Checklist."

FRY/GRILL COOK ...... PREPARES HOT AND COLD SANDWICHES

Job Skills:

Prepare hot and cold sandwiches

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare hot and cold sandwiches to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Bread
4. Cheese
5. Butter
6. Kitchen spoon
7. Dipper
8. Mixing bowl
9. Plates
10. Spatula
11. Pastry brush
12. Sheet pan
13. French knife
14. Sauce pot
15. Chopping board
16. 2" long pan
17. Frilled toothpicks

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. A hot turkey sandwich with gravy should be served at _____°F.
2. Cold tuna fish salad spread should be served at ____°F.
3. Outline the procedure for quantity sandwich production.

4. Prepare a grilled cheese sandwich. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Kinds of Sandwiches

Sandwiches, both hot and cold, are popular luncheon menu items. Hamburgers, grilled cheese, barbecued beef, and hot turkey with gravy are common hot sandwiches. The bread for these sandwiches may be grilled or toasted or the whole sandwich warmed in the oven. Some hot sandwiches are even broiled (such as a steak sandwich). Plain cold sandwiches are peanut butter and jelly, and cheese. Egg salad is a moist spread cold sandwich. Another type of cold sandwich is the club sandwich. Three or four slices of toasted bread are layered with meats such as ham and turkey and then cut into quarters.

Sandwich Ingredients

Cold sandwiches are made with three main ingredients: bread, spreads, and filling. White, rye, and whole wheat breads may be used. Also, buns and rolls make interesting cold sandwiches. Slices of bread for sandwich making should be about 4½ inches square and ¼ to ½ inches thick. The crust should be golden brown, and the texture should be firm and velvety. Spreads enhance the flavor and add moistness to sandwiches. Butter or margarine, mayonnaise, salad dressing, cheese spreads, jams, jelly, mustard, or peanut butter may be used for sandwich spreads. Care must be taken to prevent soaking of the bread - use soft not wet spreads. A wet spread can result in soggy, unattractive sandwiches. To prevent food poisoning, all spreads must be refrigerated at 40°F. When possible sandwiches should be prepared right before serving, this procedure insures freshness and palatability (pleasing taste). There is a wide variety in types of fillings for sandwiches. Usually, however, sandwich fillings are selected from protein foods such as eggs, cheese, meat, fish, and poultry. When preparing a filling such as tuna fish salad, use one part chopped celery and onion, one part chopped pickle to four parts tuna. All sliced meats or cheese should be cut thin and of a size to fit the bread. Several thin slices are easier to bite through and look more appealing than one thick slice of meat or cheese. When using lettuce, wash, drain and refrigerate it; keep covered with a damp cloth to insure crispness until ready to use.

Sandwich Production

In a large food service facility, quantities of cold sandwiches are made at once. Often these sandwiches are refrigerated until ready to serve. When you are preparing quantities of sandwiches, have all fillings, spreads, and breads handy. Tip filling and spread containers toward you. Lay bread slices out in rows directly in front of you. Use a spatula to quickly place the spread on alternate rows of bread. For salad type fillings, use a dipper to portion contents on alternate rows of bread. Spread to cover the entire piece of bread. Flip alternate rows of bread over on bread which contains the filling. Place on sheet pans. Cover with waxed paper and a moist towel, refrigerate until serving time. It is important to work quickly so the bread does not dry out. This practice also keeps the filling chilled. However, speed does not mean sloppy work. Each sandwich must be neat and attractive. The filling should never spill out from between the bread.

Hot Sandwiches

All sandwiches with gravy and hot protein foods such as ham must retain an internal temperature of 140°F. If in doubt, use the thermometer to measure the temperature. Foods which do not meet this requirement may cause food poisoning because of increased growth of bacteria.

Protein food such as hamburger becomes tough and dry if over cooked. Do not cook for too long a time or at too high of a temperature. Follow the recipe and do not hold protein food over high heat beyond the desired doneness.

Activity 1:

Directions: Answer the following questions and perform the following skill activity.

1. A hot turkey sandwich with gravy should be served at ____°F.
2. Cold tuna fish salad spread should be served at ____°F.
3. Outline the procedure for quantity sandwich production.

4. Prepare a grilled cheese sandwich. Ask your instructor to check your skills.

Rotary Toaster

Many sandwiches are served on toasted bread or buns. The rotary toaster is a simple piece of stationary equipment to operate. Begin by setting the thermostat to five before opening the gas valve. Then insert a lighted match into the lighter holes and inspect front and back flames. It is important to have both flames equal in size and as large as possible without yellow tips. Preheat the toaster 10-15 minutes before starting the baskets to rotate. Adjust the thermostat if necessary after running two slices of bread through.

Clean the rotary toaster by removing toast guides and tray. Brush crumbs. Wash with hot machine detergent solution, rinse, and wipe dry.

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Posttest 1:

Directions: Prepare a cold sandwich such as tuna fish. Then complete this rating sheet.

Cold Sandwich Performance Rating Sheet

After completing the cold sandwich preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor

1 2 3 4 5

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. fresh		
2. moist		
3. balanced filling to bread ratio		
4. attractive		
5. filling evenly spread		
6. garnished		
Average Rating		

Posttest 2:

Directions: Prepare a hot sandwich such as barbecued beef. Then complete this rating sheet.

Hot Sandwich Performance Rating Sheet

After completing the hot sandwich preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. fresh		
2. hot, 140°F		
3. balanced filling to bread ratio		
4. attractive		
5. garnished		
Average Rating		

Posttest 3:

Directions: Prepare a grilled sandwich such as grilled cheese. Then complete this rating sheet.

Hot Sandwich Performance Rating Sheet

After completing the hot sandwich preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. golden brown		
2. flavorful		
3. attractive		
4. filling evenly spread		
5. hot		
6. garnished		
Average Rating		

SOURCES

Furneisen, Barbara K. and Marie H. Katzenbach, Food Service (Teacher's Guide), State of New Jersey, Department of Education, Division of Vocational Education, New Brunswick, New Jersey, 1978.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Key

Pretest and Activity 1:

1. 140°F
2. 40°F
3. Assemble all supplies and equipment. Tilt spread and filling containers forward for easy access. Lay out bread in rows. Use spatula to spread butter (or other spread). Place spread on alternate rows. Use dipper to portion filling on alternate rows of bread. Spread filling to edge of bread. Flip top bread over filling. Place in sheet pan. Cover with waxed paper and damp dish cloth until ready to serve.
4. Instructor's satisfaction

Grilled Cheese Sandwich Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. preheats grill	___	___
c. brushes butter on half of bread slices	___	___
d. places slices of cheese	___	___
e. covers with buttered bread	___	___
f. grills until golden brown	___	___
g. removes from heat	___	___
h. cuts, serves	___	___
i. cleans area	___	___
j. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Sandwich Performance Rating Sheets."

P4.3

FRY/GRILL COOK............ PREPARES CONVENIENCE SOUPS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare convenience soup

Terminal Performance Objective:

Given a request to prepare a convenience soup, student is able to follow procedures for canned, frozen, dehydrated, and consomme soup preparations as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Convenience soup
4. Sauce pot
5. Ladle

Pretest:

Directions: Answer the following questions and perform the skill activity.

1. Which of the following is not a major type of stock?

   a. brown
   b. white
   c. broth
   d. fish

2. A major food sanitation procedure is to cool hot foods as quickly as possible and to reheat cold foods as quickly as possible. Why is this procedure important in soup preparation?

3. For each of the following soups, identify an appropriate garnish.

   a. tomato
   b. borsch
   c. chicken

4. Prepare a convenience soup. Ask your instructor to check your skills.

Contents:

Kinds of Soup

Soups consist mainly of the broth of meat, seafood, or vegetables. Hearty soups such as bean soup and lobster bisque make appealing luncheon entrees while lighter soups such as French onion are served as appetizers. Most soups can be classified into three kinds: thin soup, thick soup, and cold soup. Soups must simmer for at least two hours to fully develop the desired flavor and to allow all of the ingredients to blend. Always serve hot soups very hot (170°-180°F) and cold soups very cold (38°-45°F). These temperature ranges are appealing to customers.

Most soups are served with some type of garnish. Soup garnishes add flavor and pleasing eye appeal. Garnishes may consist of crouton, chopped parsely, parmesan cheese, or sour cream.

Broth, bouillon, consomme, and stock are all types of soups. Each of these terms are defined as follows:

broth	liquid in which meat and/or vegetables have been simmered
bouillon	liquid from simmered, browned beef
consomme	clear stock made from beef, chicken, veal, or pork
stock	clarified broth with the fat removed; stock can be concentrated by boiling down

Since most food service facilities do not have the time to make their own stock, they purchase basic already made stocks. Stocks are named by their ingredients and color: brown, white, poultry, and fish.

Chicken or beef stock can be bought in powder, granular, or liquid form or pressed into cubes. Hot water is added as directed and the resulting stock is then ready to use.

Some thick soups are bisques, purees, and cream soups. These terms are defined as follows:

puree	made with sieved meat, fish, poultry, or vegetables; stock and water are added to create the desired thickness
cream	the flavoring foods may be either pureed or in pieces, and the liquid may be light cream or milk.
bisque	usually pureed lobster, shrimp, salmon, or other seafood added to a cream sauce

Additional important soup terms are chowder, gumbo, stew, and bouillabaise. These soups contain larger particles of main flavoring ingredient. They are hearty soups that serve as main dishes.

Soups can also be served cold. Common cold soups are vegetable (vichyssoise, gazpacho) and fruit. Cold soups stimulate the appetite and add variety to the meal.

Convenience Soups

Convenience soups are available in canned, frozen, dehydrated, and consomme forms. When preparing convenience soups, always follow the package or can directions. Exact proportions and procedures must be followed to produce a standard product. Today, convenience soups are readily accepted by most customers. However, the soup becomes even more acceptable when it is garnished, served at the proper temperature, and served in an attractive bowl or cup.

Holding and Storing Soup

Since foods held from 60°F to 100°F are most favorable for growth of harmful bacteria, proper cooling and storing of soups is needed.

Remember to always cool hot foods as quickly as possible and to reheat cold foods as quickly as possible.

Many bacteria are killed or inactivated by bringing a liquid to the boiling point (212°F). All soups (except those that curdle) should be brought to a boil when finishing whether they are to be used immediately or stored. Before refrigerating soups, a pre-cooling period may be needed. If soups are cooled before being refrigerated, stir them enough so the center portion cools as quickly as the outer portions. Check the temperature of the soup and don't allow soup temperatures to range between 60°F to 100°F. Remember to cool hot foods as quickly as possible and to reheat cold foods to boiling as quickly as possible.

Activity 1:

Directions: Answer the following questions.

1. Name the four major stocks.

   a.
   b.
   c.
   d.

2. Describe the difference between boiling and simmering as these terms relate to soup preparation.

3. Explain why soups are frequently stirred while cooling.

4. Hot soups should be serve at ___°F and cold soups at ___°F.

5. Name three ways to garnish soups.

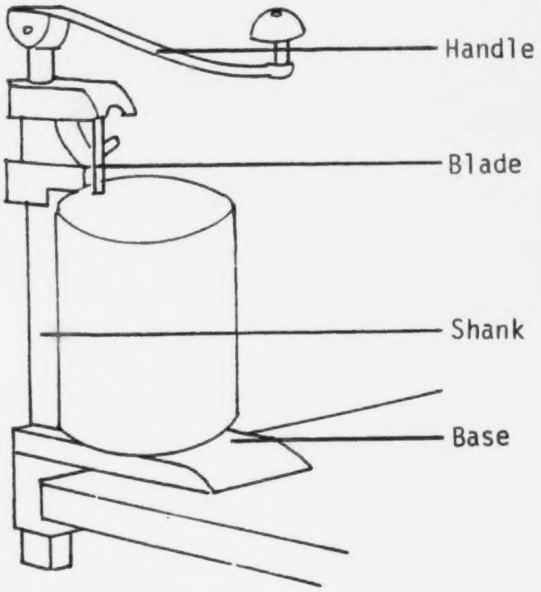
   a.
   b.
   c.

The can opener and steam table may be used for soup preparation and service.

Can Opener

The bench-type manual can opener will save time and energy when small through institutional size cans must be opened.

BENCH-TYPE MANUAL CAN OPENER



Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

Open cans by raising the handle to a vertical position one inch (1") above the can. Check to see that the can opener blade and top of can are clean. Force the blade into the top of the can near the edge using a quick downward force. Turn the handle clockwise until the blade cuts out the lid.

Clean the can opener daily. Scrub the shank, blade, and other parts. Rinse well and allow to air dry on a clean surface. Replace blade and shank and check to see that all food particles have been removed.

Steam Table

For cafeteria service, soups and other foods can be held in the steam table where they will be hot and ready for immediate service. Water in the steam table tank should be kept at a temperature which will hold food at a minimum temperature of 140°F. If the temperature is lower, harmful bacteria can grow. If the temperature is higher, the food can become over cooked.

The steam table should be cleaned promptly after service is completed so spilled food can be easily wiped up and so the growth of harmful bacteria is reduced. Steam table containers should be cleaned like other pots and pans. Drain and clean the water pan of the steam table often to prevent scale buildup.

Posttest:

Directions: Prepare a convenience hot soup. Then complete "Soup Performance Rating Sheet."

Soup Performance Rating Sheet

After completing the soup preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in Column #1. Your instructor will use Column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe/procedures		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		

	Column #1	Column #2
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. full		
2. rich		
3. appealing flavor		
4. garnishes		
5. served hot (170°-180°F)		
Average Rating		

SOURCES

Food Service, Division of Vocational Education, Home Economics Section, State Department of Education, Columbus, Ohio, 1975.

Food Service Employee, Home Economics, Instructional Materials Center, Texas Tech University, Lubbock, Texas, 1975.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotshevar, Lendal H., Quantity Food Production, Cahners Book, Boston, Massachusetts, 1966.

Lewis, Evelyn J. and Mary F. Ray, Exploring Pofessional Cooking, Cash. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971

Food Service and Production, Mid-America Vocational Curriculum Consortium, 1976.

Key

Pretest:

1. c
2. Soups cooled in large pots may breed harmful bacteria unless cooled and reheated properly.
3. a. croutons
   b. sour cream
   c. parsley
4. Instructor's satisfaction

Convenience Soup Checklist

	Yes	No
a. assembles equipment and supplies		
b. follows package/can directions		
c. weighs/measures		
d. uses stationary equipment		
e. uses hand-tools		
f. serves at proper temperature		
g. produces appealing soup		
h. cleans area		
i. returns equipment and supplies		

Activity 1:

1. a. brown
   b. white
   c. poultry
   d. fish
2. Boiling kills harmful bacteria and causes flavors to blend. Simmer creates rich, flavorful soup. Soups should only be brought to a boil and then reduced to simmer.
3. To cause the middle portion of the soup to cool.
4. 170°-180°F; 38°-45°F
5. a. parsley
   b. croutons
   c. sour cream

Posttest:

Average of "3" or better on "Soup Performance Rating Sheet."

FRY/GRILL COOK .... PREPARES CONVENIENCE SAUCES

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare convenience sauce

Terminal Performance Objective:

Given a request to prepare a convenience sauce, student is able to follow procedures for canned, packaged, or frozen sauce preparations as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Convenience sauce
4. Sauce pot
5. Kitchen spoon

Pretest:

Directions: Perform the following skill activity.

1. Prepare a convenience sauce from a package, canned soup, or frozen form. Ask your instructor to check your skills.

Contents:

Sauces and gravies enhance the flavor, appearance, and moistness of foods. Gravies are made from meat and are, therefore, the same flavor as the food they accompany. On the other hand, sauces are a complimentary flavor as lemon sauce served with gingerbread.

The sauce or gravy should flow over the food and provide a thin appealing coating. A rich flavored sauce or gravy can compliment many dishes such as meat, vegetable, fish, poultry, or dessert. For example, a hollandaise sauce adds color, flavor, and an appealing tartness to broccoli.

Many kinds of sauces are possible. Usually they are classified as warm sauces, cold sauces, and dessert or sweet sauces. Basic warm sauces are brown, cream, fricassee, hollandaise, and tomato. Tartar sauce and cocktail sauce are examples of cold sauces. Dessert or sweet sauces contain a high percentage of sugar and are usually served with dessert items such as plum sauce, rum sauce, and melba sauce.

Warm sauces are thickened with cornstarch, whitewash, or a roux. Whitewash or a roux are preferred by most cooks because of their ability to hold up under constant heat without breaking back into a liquid. A roux is made from equal parts by weight of flour and fat (margarine, butter, oil, lard, or shortening). When using a roux as a thickening agent; always add the hot stock to the roux, stirring constantly to eliminate any lumps. Whitewash is a mixture of equal amounts of cornstarch and flour diluted in water. It is poured slowly into a boiling liquid, stirring constantly while pouring. Cornstarch is mixed with cold water or stock and poured into a boiling liquid, stirring constantly while pouring.

Standard warm sauces will have a slight sheen. They will be flowing smooth and lump free with a velvety taste.

Convenience Sauces

Few food service employees make sauces and gravies from scratch because of the cost, time, and skills needed. Most sauces and gravies are prepared by convenience mixes. One appealing convenience sauce for meats and vegetables is concentrated canned soups. They may be used alone or two or more flavors blended for the special flavor quality desired. Common soups used are mushroom, celery, cheese, and tomato. Other convenience sauces may be prepared from packaged or frozen mixes.

Posttest:

Directions: Prepare a convenience sauce. Then complete "Sauce Performance Rating Sheet."

Sauce Performance Rating Sheet

After completing the sauce preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		

	Column #1	Column #2
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance 1. pleasing color		
2. free of scum or fat		
3. smooth		
4. desirable consistency		
5. good flavor		
6. proper temperature/hot 160°-185°F/cold 38°-40°F		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971.

Kotschevar, Lendal H., Quantity Food Production, Cahners Books, Boston, Massachusetts, 1966.

Ray, Mary F. and Lewis, Evelyn J., Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Key

Pretest:

1. Instructor's satisfaction

Convenience Sauce Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. follows directions	___	___
c. weighs/measures	___	___
d. uses stationary equipment	___	___
e. uses hand tools	___	___
f. serves at proper temperature	___	___
g. smooth, creamy consistency	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Sauce Performance Rating Sheet."

Job Skills:

Prepare eggs for breakfast

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare eggs for breakfast by cooked in shell, fried, poached, baked, scrambled, and omelet to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Eggs
4. Fat
5. Milk
6. Wire whip
7. Mixing bowl
8. Sauce pot
9. Fry pan
10. Spatula

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. Describe the appearance of a high quality fresh egg.

2. Fry an egg. Ask your instructor to check your skills.

Contents:

Egg Selection and Storage

Of all the usual breakfast preparations, eggs are the most important because they are one of the most popular items and they are easily ruined by a poorly trained cook.

Eggs are usually inexpensive and can help to hold food costs within reasonable limits. Like cheese, eggs are a high protein food and can become tough and rubbery if exposed to too high heat for too long.

Eggs vary by interior quality and exterior size. The actual size of an egg or the color of its shell does not determine egg quality. The food service facility will purchase eggs of high quality (Grade A or U. S. Extra). These eggs when broken into a dish should have a white that forms a rounded mass close to a yolk that stands high. The egg size may vary according to intended use. The size of eggs is determined by the number of ounces per dozen. Jumbo size eggs will yield 28 ounces per dozen, extra large 26 ounces per dozen, and large 24 ounces per dozen. The egg size does not affect egg quality. Egg quality is determined by grade (Grade A best).

Fresh whole eggs should be stored in covered containers away from strong or odorous foods. They should be kept refrigerated and removed from refrigeration only as needed. Do not wash eggs before storage as they naturally possess a film that helps to protect them from spoilage. To keep leftover egg yolks, cover with water to shut out air and prevent drying. Cracked eggs should be used as soon as possible and not held more than a couple of days.

Activity 1:

Directions: Answer the following questions.

1. Eggs vary by interior ___________ and exterior ______________.

2. Grade ____ is the highest quality egg.

3. Brown shelled eggs are poor quality eggs and should not be used.

   T F

Egg Preparation

Eggs can be cooked by moist heat or dry heat cookery methods. The following are common preparation methods: cooked in shell, fried, poached, baked, scrambled, and omelet.

Cooked in Shell

Eggs cooked in shell may be soft cooked, medium cooked, or hard cooked. A soft cooked egg should have a partially coagulated white with a half to three-fourths of the white firm. The yolk should be warm throughout but liquid. A medium cooked egg has a white cooked only to the yolk with the yolk still liquid. A hard cooked egg has a firm, glossy white and a solid, mealy yolk with a bright yellow or orange yellow color. The yolk should not be dark on the outside.

Before cooking, eggs should be at room temperature. Those taken from refrigeration that are to be cooked immediately should be placed in lukewarm water for a few minutes before placing them in the hot water. When cold eggs are put in hot water, they are likely to crack. Eggs placed in 212°F water are soft cooked in three minutes, medium in four minutes, and hard cooked in twelve minutes. At the end of the cooking process, plunge eggs into cold running water to stop the cooking process. If they are not cooled right away a greenish ring may form around the yolk.

Fried

A fried egg should have a bright, glossy appearance. A "sunny-side up" egg should have a bright yellow or orange yellow, well-rounded yolk. An "over-easy" egg will be firm and have a thin film of coagulated yolk and white.

Egg fry pans are 4 to 7 inches in diameter (at the bottom of the pan). The pans should have slanted sides that permit the egg to slide out readily when cooked. These pans should only be used for egg frying. To season an egg fry pan, follow these steps:

1. Scour with scouring powder and steel wool. Wash, rinse thoroughly, and dry.

2. Heat pans until too hot to touch with the bare hand.

3. Rub with cooking oil and put aside for several hours or a day.

4. Before using, sprinkle with about a teaspoon of salt and rub vigorously for a minute with a paper towel.

5. Wipe out the salt with a fresh paper towel. The pans are than ready for use (after use, wipe clean with a paper towel- do not wash them).

Fried eggs may be cooked in a seasoned frypan, at 260 to 278°F until done, or on the griddle. Griddle fried eggs are cooked at 300 to 325°F until done.

Poached

Poached eggs should have a bright appearance with some shiny white adhering closely to the yolks. They should not be spread out or porous.

Small quantities of poached eggs are cooked in a pan. Large quantities are cooked in the steam table.

For small quantities, break egg into a saucer. Heat water in a pan to 212°F (simmering). Gently slide the egg into the water, trying not to disturb the egg white.

For large quantities, a steam table is used. Eggs are placed in a 4-inch deep pans with egg poacher inserts. From three to five minutes are required for soft cooked eggs.

Posttest:

Directions: Prepare eggs cooked in shell, fried, poached, baked, scrambled, and omelet.

Egg Performance Rating Sheet

After completing the egg preparation, you and your instructor will evaluate your skills. First you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		

	Column #1	Column #2
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. tender		
2. glossy		
3. moist		
4. natural, clear colors		
5. white, cooked and white		
Average Rating		

SOURCES

Kotschevar, Lendal H., Quantity Food Production, Cahners Books, 1966.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., 1971.

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, 1973.

Key

Pretest:

1. When broken into a saucer, the white is even and round and the yolk is centered and high
2. Instructor's satisfaction

Fried Egg Checklist

	Yes	No
a. assembles ingredients and equipment	___	___
b. uses hand-tools	___	___
c. uses stationary equipment	___	___
d. preheats pan and griddle	___	___
e. cooks to desired doneness and style	___	___
f. is tender, moist, attractive	___	___
g. follows safety and sanitation procedures	___	___
h. cleans area	___	___
i. returns ingredients and equipment	___	___

Activity 1:

1. quality, size
2. A
3. False

Posttest:

Average of "3" or better on "Egg Performance Rating Sheet."

P4.6

FRY/GRILL COOK ... PREPARES HOT CEREALS AND QUICK BREADS

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Prepare hot breakfast cereals

Prepare breakfast quick breads (waffles, pancakes, and French toast)

Terminal Performance Objective:

Given a standardized recipe, student will be able to prepare hot breakfast cereals to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Given a standardized recipe, student will be able to prepare breakfast quick breads (waffles, pancakes, and French toast) to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Pancake mix
4. Oatmeal
5. Eggs
6. Milk
7. Flour
8. Baking powder
9. Sugar
10. Butter
11. Oil
12. Salt
13. Bread
14. Vanilla
15. Syrup
16. Hotel pan
17. Sifter
18. Spatula
19. Wire whip
20. Bain-marie
21. Ladle
22. Sauce pot
23. Kitchen spoon
24. Mixing bowl
25. Pastry brush
26. Bowls (serving)
27. Plates (serving)

Pretest:

Directions: Answer the following questions and perform the following skill activity.

1. Two common hot breakfast cereals are ____________________ and ________________.

2. To create a smooth textured hot breakfast cereal ____________________________
____.

3. Joe prepared pancakes this morning at Wide-Awake Coffee House. Many servings were returned to the kitchen because customers were complaining of dry, tough, heavy pancakes. Please offer Joe some advice on preparing quality pancakes.

4. The most important function for sugar in quick breads is to

   a. thicken
   b. sweeten
   c. leaven

5. The most important function for flour in quick breads is to

   a. leaven
   b. thicken
   c. bind

6. Prepare pancakes using a mix. Ask your instructor to check your skills.

Contents:

Hot Breakfast Cereals

Two commonly served hot breakfast cereals are oatmeal and farina ("Cream of Wheat"). These cooked cereals are packaged as regular or quick cooking. The difference is in the cooking time. So, the regular kind requires a longer cooking period because it is not pre-cooked. Directions for preparing these cereals are always given on the box or package. Always bring the pre-measured water to a boil before adding the cereal. Stir frequently. Failure to follow directions will result in a lumpy, paste-like final product. (To add a special touch, prepare hot cereal as directed on the package. Then, for each serving, stir in 1 to 2 tablespoons maple syrup, light molasses, or honey.)

Activity 1:

Directions: Answer the following questions.

1. Two common hot breakfast cereals are __________________ and __________________.

2. To create a smooth textured hot breakfast cereal ______________________________
____.

Directions: Read the following information.

Breakfast Quick Breads

Pancakes, also called "hot cakes" or "griddle cakes," are a popular menu item. They are served piping hot with butter and jam, jelly, or syrup. Pancakes are an appealing item for both customers and the food service manager. Customers find pancakes easy to digest and a welcome accompaniment with breakfast fruits such as strawberries and blueberries and with breakfast meats such as bacon and sausage. Furthermore, pancakes are a high profit item for the food service manager. The basic cost of pancakes, even when served with more expensive fruits and meats, is usually quite low.

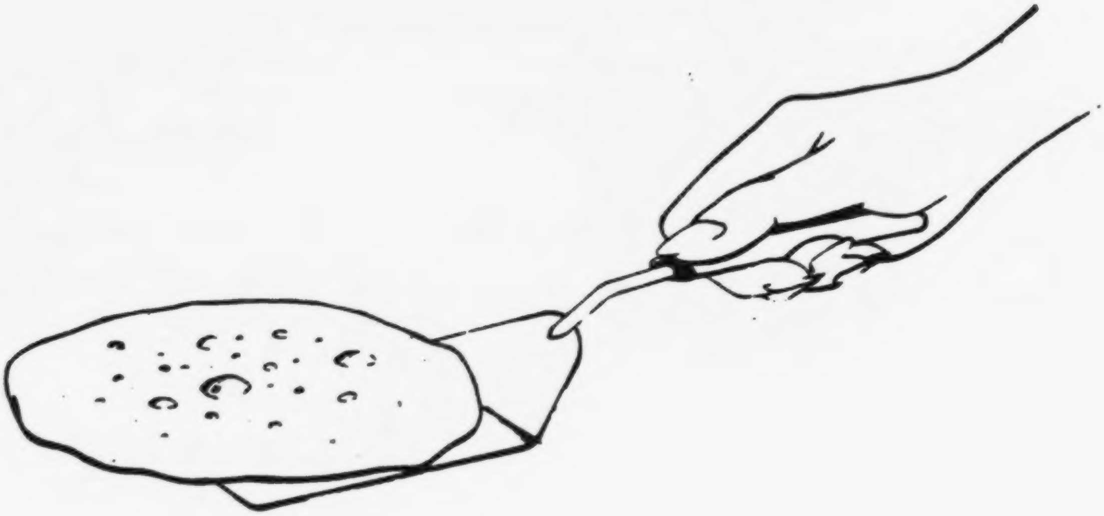
Pancakes and waffles can be prepared from scratch (you measure and mix all ingredients) or from a mix (you add only water or perhaps an egg). Mixes are becoming increasingly more popular because they are quick and convenient.

Whether pancakes and waffles are prepared by scratch or mix, basic preparation principles still hold true.

Prepare fresh batter. Since pancakes and waffles are quick breads, they loose some of their leavening (rising power) when mixed and then left standing. When the liquid is added to other ingredients, the leavening action begins. If pre-preparation must be done to save time, measure all ingredients but do not combine until you are nearly ready to cook the quick bread.

Mix only until blended. A common mistake made with quick breads is to over mix batters or doughs. If pancakes and waffle batters (as other quick breads) are mixed beyond just blended, they will be tough when cooked. Ideally quick breads should be light and airy-soft and flavorful. To achieve this standard, mix quickly and only until "just-blended."

Cook and serve immediately. Pre-measured pancake batter is ladled onto a hot griddle. When the top side bubbles, it is ready to flip. Serve after the second side is delicately browned. Try not to hold pancakes under warming light or in steam tables. They quickly dry out or become too soft. This results in loss of appearance and flavor.



Waffle batters are carefully poured on a preheated waffle iron. Wait to lower the top because the top iron is usually hotter than the bottom. Carefully remove the cooked waffle from the iron and serve piping hot.

Activity 2:

Directions: Answer the following questions.

1. What will happen to the final waffle or pancake product if the batter is mixed beyond the "just-blended" stage?

2. When is a pancake ready to be flipped?

3. Why are pancakes so popular?

Directions: Read the following information.

Quick Bread Ingredients

Quick breads such as waffles and pancakes all have basic main ingredients. Each ingredient serves an important function.

flour..................	thickens batters and doughs
eggs...................	binds ingredients together
sugar..................	tenderizes, adds flavor-sweetens
baking powder and soda..	leavening agent, makes quick bread rise, creates tender/ light product
salt...................	flavor
shortening.............	adds flavor, tenderizes
milk...................	flavor, combines ingredients

Adding the wrong proportion of ingredients to quick bread batters will greatly affect the final product. Don't substitute ingredients or alter your recipe without first checking with your supervisor.

Activity 3:

Directions: Match the quick bread ingredients on the left with its function on the right.

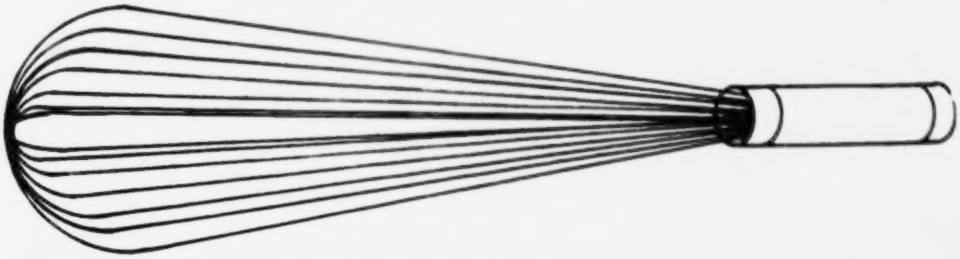
___1. baking powder
___2. flour
___3. eggs
___4. sugar
___5. salt

a. thickens
b. binds
c. leavens
d. tenderizes
e. flavors

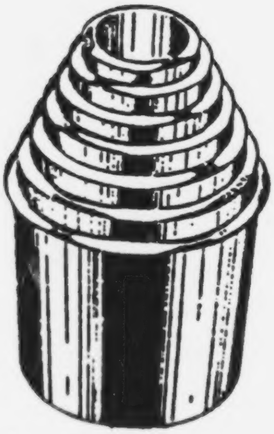
Directions: Read the following information.

Quick Bread Tools

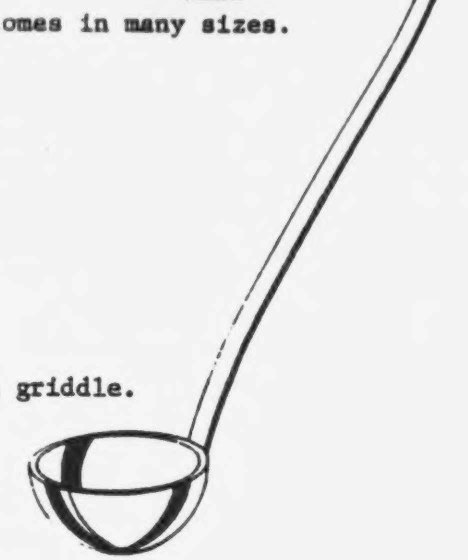
These are common tools you will use for breakfast quick bread preparation.



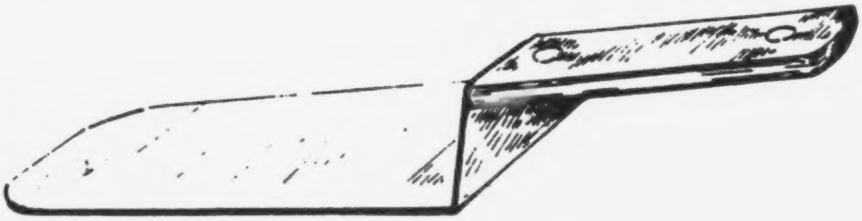
Wire Whip - is especially handy to whip little batters by blending ingredients and incorporating air.



Bain-marie - a stainless steel container which comes in many sizes.



Ladle - used to measure batters before placed on griddle.



Spatula - to turn pancakes (can also use hot-cake turner).

Posttest 1:

Directions: Prepare oatmeal by following the instructions on the package. Then complete "Hot Breakfast Cereal Performance Rating Sheet."

Hot Breakfast Cereal Performance Rating Sheet

After completing the oatmeal or farina preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	....	....	....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. Assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe/box or package directions		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		

	Column #1	Column #2
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. hot, 140°F or above		
2. creamy, smooth		
3. rich color		
4. good taste		
Average Rating		

Posttest 2:

Directions: Prepare waffles, pancakes, and French toast. Then complete this rating sheet.

Breakfast Quick Breads Performance Rating Sheet

After completing the waffle, pancake, and French toast preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		

	Column #1	Column #2
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. hot, 140°-165°F		
2. light		
3. flavorful		
4. slightly moist		
5. fluffy		
6. golden brown		
7. uniform shape		
8. attractive		
Average Rating		

Key

Pretest:

1. oatmeal and cream of wheat
2. boil water, add cereal, stir frequently, follow package instructions.
3. Mix batter until "just-blended." Measure and weigh accurately. Prepare batter fresh. Flip pancakes when bubbles break. Cook until golden brown. Cook and serve immediately.
4. b
5. b
6. Instructor's satisfaction

Pancake Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. weighs and measures	___	___
c. mixes until "just-blended"	___	___
d. preheats griddle	___	___
e. ladles batter	___	___
f. flips when bubbles break	___	___
g. cooks until golden brown	___	___
h. serves hot with syrup	___	___
i. stores food	___	___
j. cleans area	___	___
k. returns equipment and supplies	___	___

Activity 1:

1. oatmeal and cream of wheat
2. boil water, add cereal, stir frequently, follow package instructions

Activity 2:

1. will be dry, tough and lack delicate flavor
2. bubble breaks - side #1
   golden brown - side #2
3. inexpensive and flavorful

Activity 3:

1. c
2. a
3. b
4. d
5. e

Posttest:

Average of "3" or better from "Hot Breakfast Cereal Performance Rating Sheet" and "Breakfast Quick Bread Performance Rating Sheet."

Job Skills:

Prepare potatoes

Terminal Performance Objective:

Given a request to prepare potatoes, student will be able to deep fry, grill, saute, boil, bake, and steam potatoes as evidenced by an average rating of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Potatoes
4. Oil
5. Shortening
6. Pot
7. Peeler
8. French knife
9. Bake pan
10. Spatula
11. Skillet

Contents:

Directions: Read the following information.

Most food service facilities offer the customer some kind of potato preparation. These preparations may be hash browns, cottage fries, or American fries for breakfast or a simple baked potato for dinner.

Cooking breaks down starch in potatoes and makes them more digestible. Cooked potatoes will be firm not hard, watery or soggy.

Potato types are generally classifed as (1) long type (such as Idahos) and (2) round type (such as red or new potato). The Idaho potato is best for baking, mashing, or french frying. The red or new potato is best for boiling, sautéing or roasting.

Typical potato forms are fresh, canned, frozen, or dehydrated. The form must fit the intended use. Although some food service facilities only serve fresh potatoes, more and more are using the other forms (canned, frozen, and/or dehydrated).

Important potato cooking methods are steaming, baking, and boiling. In addition, potatoes may be grilled, pan fried or deep fried.

Activity 1:

Directions: Answer the following questions.

1. Cooking breaks down ________ in potatoes and makes them more ______________.

2. Idaho potatoes are best for

   a. french frying
   b. boiling
   c. sautéing
   d. roasting

3. New or red potatoes are best for

   a. french frying
   b. mashing
   c. boiling
   d. baking

Boiling

Boiling is the most popular vegetable preparation method. Other methods such as baking, deep frying, and broiling add menu variety. When cooking vegetables by boiling, use a minimum of water and cook them until crisp-tender.

Potatoes that are too crowded in the cooking utensil will tend to break up. If too many potatoes are cooked in one utensil, the weight of those on top will crush the potatoes on the bottom.

Potatoes cooked in water absorb the salt. Therefore, if the water is not salted at the beginning of the cooking process, the potatoes cannot be properly seasoned later.

Peeled potatoes will discolor if not cooked right away. Thus, potatoes that are peeled and not used immediately should be stored in cold water until needed. Bring the water to a boil before adding vegetables. Then, bring quickly to a boil again. Short, quick cooking is best for retention of potato flavor and vitamins.

Baked Potato

Select uniform sized Idaho potatoes. Wash them thoroughly. Lay on a bake sheet or oven rack and bake at 375°F until they become slightly soft when squeezed gently.

Steaming

Another way to prepare vegetables is by steaming. This method is quick and convenient. Vegetables can be arranged in serving pans and then steamed in the steamer. This type of arrangement eliminates additional handling. Each 12 x 20 x 2½ inch pan holds from 20 to 30 portions. The amount of pressure (up to 15 pounds) used in cooking affects the time required for cooking the vegetable.

Activity 2:

Directions: Answer the following questions and perform the following skill activity.

1. Jane prepared boiled potatoes last night at "Old Pete's" restaurant. Her supervisor said the potatoes were not acceptable for serving. The potatoes were soggy and broken. Please tell Jane what she did wrong.

2. A "done" baked potato will ____.

3. ____________________ is another way to prepare potatoes. The amount of pressure used will affect the total cooking time.

4. Prepare boiled, baked, or steamed potatoes. Ask your instructor to check your skills.

Deep Frying

A fat with a high smoke point should be used for deep frying. When a high smoke point fat is used, foods will absorb less fat which will in turn produce more flavorful foods.

Particles of food or sediment in the fat lowers the smoking point. The fat should be filtered through cheese cloth or a fine strainer after use and the fry kettle carefully cleaned. The frying life of the oil can be prolonged by replacing 20 percent of the total weight of the fat with fresh fat before the fat is used again.

The kettle should be 2/3 full of fat with the outside free from grease and drippings, which might catch fire. Lower the baskets slowly to prevent sputtering.

The longer the frying period, the greater the fat absorption. For this reason some vegetables (including potatoes) are precooked or blanched well in advance of frying. For example, potatoes can be boiled, steamed, or deep fried just until tender (not browned). Then, they are refrigerated or frozen until needed. Before frying, potatoes can be warmed in the oven or warming closet and then deep fried at 375°F for just 2 minutes.

Potatoes which have not been precooked will be fried at 375°F for 7 minutes. The latter method often produces greasy fried potatoes.

Sauteing (also called pan frying)

Breakfast potatoes are often sauted, grilled, or pan fried. The hashed brown potatoes may be made from boiled or steamed potatoes or from preblanched, shredded potatoes. If cooked slowly without stirring, they become well browned and crisp on the under side. They are then turned out on the serving plate - browned surface up.

American Fries (also called home fries)

Peel red potatoes and boil until they become tender. Allow to cool overnight in the refrigerator. Slice to a medium thickness and saute in a steel skillet until golden brown.

Cottage Fries

Select medium sized red potatoes, peel and slice very thin. Dry the slices on a cloth and arrange in circles on the bottom of a steel skillet with the potato slices overlapping one another. Reverse each circle until the bottom of the skillet is covered. Proceed in the same manner with a second layer. Cover the potatoes with melted shortening and place in a 400°F oven until the potatoes become tender. Remove from oven, drain off grease. Brown both sides of potatoes on range top.

Hash Brown Potatoes

Peel red potatoes and boil until they become tender. Allow to cool overnight in the refrigerator. Chop or hash the potatoes into slightly small particles, sauté in shallow grease until golden brown.

Activity 3:

Directions: Answer the following questions and perform the skill activity.

1. Tom deep fried potatoes at "Sam's" restaurant. The customers complained of heavy, greasy, cold food. Tell Tom what he may have done wrong.

2. Sautéing is another name for _______________. This method uses a _______ ________ and a small amount of ____________to delicately brown potatoes.

3. Prepare deep fried, sautéd, or grilled potatoes. Ask your instructor to check your skills.

Three new equipment items you will use for potato preparations are the slicer, shredder, and grill.

Grill

The grill may be gas or electric. It may be part of a range top or a separate piece of equipment.

Before each use, the grill will be seasoned. To season a grill, bring the heat to 300°F. Use a clean, dry cloth to spread a light film of unsalted shortening over the grill. Let the shortening stand for 2 minutes; then wipe the grill clean. Repeat this process until a slick surface is formed. Wipe off excess shortening.

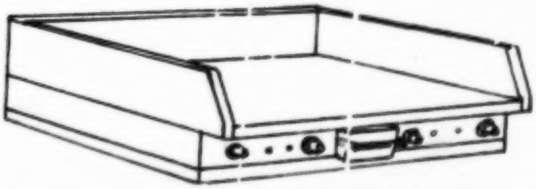
The automatic controls allow the entire grill to cook at the same temperature or to provide temperature variations. For instance, when grilling hamburgers, part of the grill can be heated at a lower temperature for warming the buns. Most grills have a removable tray to collect grease and food particles. The tray helps to speed up the cleaning process and contributes to the safety and sanitation of grilled foods.

Clean the grill after use. Allow it to cool and then scrape the surface with a stiff metal scraper. Then clean with a pumice stone designed for grills. Wash with a damp cloth and dry with paper or cloth towels and then season the grill.

Wash the grease trays. Remove grease from the controls and chrome surfaces.

Don't allow the grill surface to get scratched by using steel wool or harsh cleaning agents.

GRILL



Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University,
Lubbock, Texas, 1975.

Slicer

Use the slicer for large batches of sliced potatoes. Check to see that it is clean and that all parts are in their proper place. Double check for the food holder and the blade guard. Careless use of the slicer can easily result in severed fingers so please know what you are doing and be careful!

To operate the slicer, follow these steps:

1. Put plug in socket (use dry hands)

2. Adjust indicator for desired thickness of slices

3. Place food in carriage and hold in place using the food holder

4. Turn switch on

5. Move carriage back and forth across the blade to slice food. Keep hand on receiving tray or counter not near the blade. Always turn machine off before adjusting food.

To clean the slicer, follow these steps:

1. Unplug. Set indicator at zero.

2. Wipe gauge plate with hot detergent solution. Rinse and dry. Wipe blade from center toward edges. Keep clear of blade edge. Wrap cloth around long handled hook, if provided.

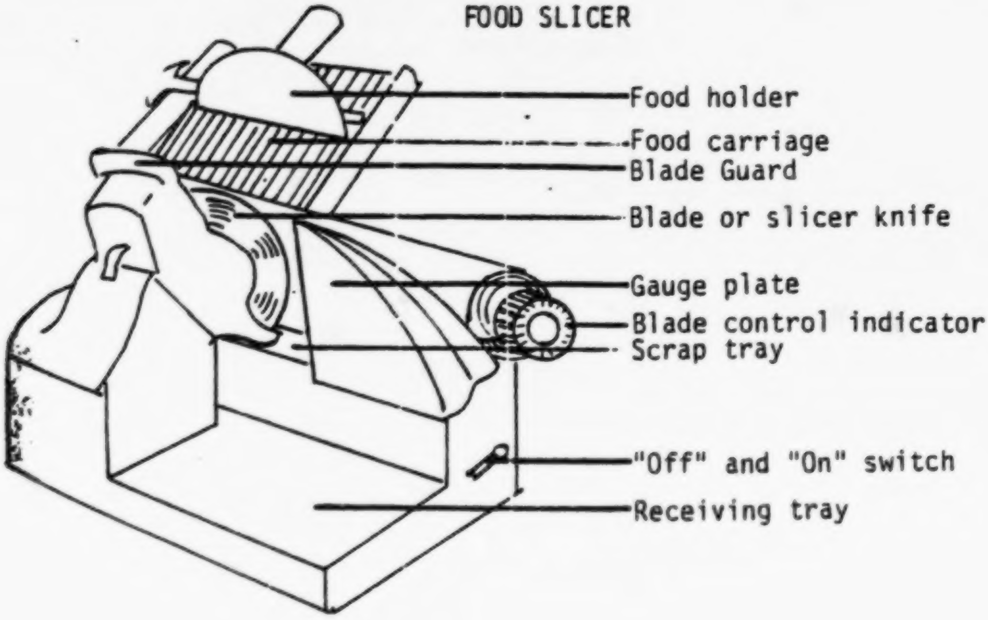
3. Wash blade guard in hot detergent solution. Rinse and dry. Replace immediately.

4. Wash other parts in hot detergent solution. Rinse and dry.

5. Follow manufacturer's instructions. Replace all parts.

6. Cover with plastic or clean towel

FOOD SLICER

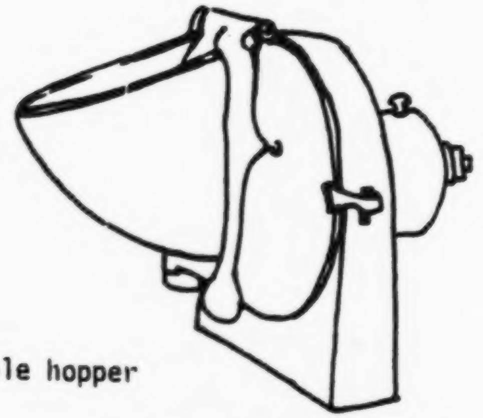

Food holder
Food carriage
Blade Guard
Blade or slicer knife
Gauge plate
Blade control indicator
Scrap tray
"Off" and "On" switch
Receiving tray

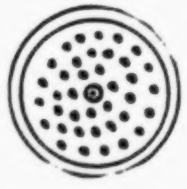
Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975

Shredder

Many food service facilities purchase frozen hash brown potatoes. However, you may prepare fresh shredded potatoes for hash browns with the shredder attachments to the mixer.

Follow the manufacturer's recommendations. The vegetable hopper and shredder plate are attached to the mixer.


vegetable hopper


Shredder Plate

Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

The vegetable hopper cover is used to force the food through the hopper. The rotor in the hopper turns to force the food through the shredder plate.

Follow these steps to operate the shredder:

1. Make sure mixer is on "off "

2. Position bowl in place, lock in place

3. Add attachment, lock in place

4. Set speed on low. Start machine.

5. Adjust speed as needed

6. Stop. Remove bowl. Remove attachments. Clean.

Follow these steps for cleaning:

1. Wash surfaces with hot detergent solution. Rinse and dry with clean paper towels.

2. Wash, rinse, and dry attachments and bowl to prevent bending of beaters or rusting of bowls

Posttest 1:

Directions: Prepare steamed, baked or boiled potatoes.

Potatoes (Steamed, Baked, Boiled) Performance Rating Sheet

After completing the potato preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		

	Column #1	Column #2
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. creamy white		
2. uniform appearance		
3. steamy/hot		
4. well seasoned		
5. no excess moisture		
6. pieces hold shape		
Average Rating		

Posttest 2:

Directions: Prepare grilled, pan fried, or deep fried potatoes.

Potatoes (Grilled, Pan Fried, Deep Fried) Performance Rating Sheet

After completing the potato preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		

	Column #1	Column #2
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. uniform, golden brown		
2. creamy white interior		
3. internal temperature 140°F		
4. no excess grease		
5. crisp		
6. no "off" flavor		
Average Rating		

Key

Pretest:

1. b
2. a
3. c
4. c
5. c
6. d
7. Instructor's satisfaction

Boiled, Steamed, Baked Potato Checklist

	Yes	No
a. assembles equipment and supplies		
b. cleans potatoes		
c. prepares potatoes		
d. uses tools		
e. uses stationary equipment		
f. cooks to doneness		
g. cleans area		
h. returns equipment and supplies		

8. Instructor's satisfaction

Grilled, Sauted, Fried Potato Checklist

	Yes	No
a. assembles equipment and supplies		
b. slices potatoes		
c. uses skillet, spatula		
d. uses stationary equipment		
e. follows safety/sanitation procedures		
f. produces delicate brown potato		
g. cleans area		
h. returns equipment and supplies		

Activity 1:

1. starch, digestible
2. a
3. c

Activity 2:

1. crowded pan
   overcooked
   held in warm water
   didn't drain properly

2. squeeze gently

3. steaming

4. Instructor's satisfaction

Boiled, Steamed, Baked Potato Checklist

		Yes	No
a.	assembles equipment and supplies	___	___
b.	cleans potatoes	___	___
c.	prepares potatoes	___	___
d.	uses tools	___	___
e.	uses stationary equipment	___	___
f.	cooks to doneness	___	___
g.	cleans area	___	___
h.	returns equipment and supplies		

Activity 3:

1. didn't precook potatoes
   used too low temperature (below 375°F)
   overloaded basket
   used old oil
   used low smoke point oil
   didn't preheat fryer
   fried ahead of time and held at room temperature

2. pan frying, skillet, fat

3. Instructor's satisfaction

Grilled, Sauted, Fried Potato Checklist

	Yes	No
a. assemble equipment and supplies	___	___
b. slices potatoes	___	___
c. uses skillet, spatula	___	___
d. uses stationary equipment	___	___
e. follows safety/sanitation procedures	___	___
f. produces delicate brown potatoes	___	___
g. cleans area	___	___
h. returns equipment and supplies	___	___

Posttest:

Average of "3" or better from "Potato (Steamed, Baked, Boiled) Performance Rating Sheet" and "Potato (Grilled, Pan Fried, Deep Fried) Performance Rating Sheet."

SOURCES

Food Service Employee, Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, 1975.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Food Service and Production (Student Guide), Mid-America Vocational Curriculum Consortium, 1976.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971.

Job Skills:

Prepare fresh, canned, and frozen vegetables

Terminal Performance Objective:

Given standardized recipes, student will be able to prepare fresh, canned, and frozen vegetables by boiling, steaming, sautéing, broiling, baking, and deep-frying to meet requirments of the recipe as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Carrots
4. Potatoes
5. Eggplant
6. Flour
7. Baking powder
8. Salt
9. Milk
10. Egg
11. Onions
12. Oil
13. Tomatoes
14. Butter
15. Salt/pepper
16. Basil leaves
17. Oregano

18. Sauce pot

19. Pastry brush

20. Sheet pan

21. Skillet

22. Kitchen spoon

23. Scoop

24. Baking pan

25. Paring knife

26. French knife

Pretest:

Directions: Answer the following questions and perform the following skill activities.

1. Name the four vegetable classifications and give an example of each one.

   a.

   b.

   c.

   d.

2. Common market forms for vegetables are ______________________________,

   ______________________________, and ______________________________.

3. List three vegetable cookery principles.

   a.

   b.

   c.

4. Prepare a canned, a frozen, and a fresh vegetable. Ask your instructor to check your skills.

Contents:

Vegetable Classifications

Vegetables are classified according to color: green, yellow, red, or white.

Green vegetables such as broccoli, peas, and string beans should be cooked uncovered (to preserve their delicate green color).

Yellow vegetables include carrots, corn, and squash. These vegetables should be cooked in very little water and covered with a lid. Dark green and yellow vegetables contribute needed nutrients to the diet and, therefore, should be eaten every day. Careless cooking procedures can destroy these nutrients.

Red vegetables such as red cabbage and beets may lose their natural color during cooking. To retain the color of these vegetables, diluted acids such as lemon juice, vinegar, or cream of tartar should be added.

White vegetables include cabbage, onions, and cauliflower. These vegetables should be cooked in just enough water to submerge them and cooked just until tender.

Activity 1:

Directions: Match the vegetables on the right with the vegetable classification on the left.

_____ 1. green

_____ 2. yellow

_____ 3. red

_____ 4. white

a. cauliflower

b. pumpkin

c. onion

d. okra

e. beet

f. broccoli

Vegetable Forms

Common vegetable market forms are fresh, frozen, and canned.

Fresh vegetables should be thoroughly washed before cooking. Blemishes should be removed and the vegetable should be cut into designated pieces.

Frozen vegetables are a popular vegetable form in the food service facility because they are convenient. To quicken cooking time, frozen vegetables can be partially or completely thawed. The actual cooking time for all frozen vegetables is less than fresh because frozen vegetables have been blanched before freezing.

Canned vegetables are best prepared in small quantities. Because canned vegetables are already fully cooked, too much handling may destroy their food value and their appearance. To insure food safety, heat canned vegetables at 190° F for 10 minutes. A No. 10 can gives 20 to 25, 3-ounce portions.

Activity 2:

Directions: Fill in the best answer for each question.

1. Three common vegetable market forms are ______________________________,
   ______________________________, and ______________________________.

2. Frozen vegetables cook faster than fresh vegetables because ____________________
   ____________________________________.

3. Canned vegetables are ___________ ______________ and, therefore, need only
   to be heated before serving.

Vegetable Cookery Principles

Generally, vegetables will taste better, look better, and have more food value if these cooking principles are followed.

Vegetables should be cooked in only enough boiling, salted water to cover the vegetables. If more water is used, valuable nutrients will be lost. Whenever possible, vegetables should be cooked in small batches no more than one hour before serving time. Also, vegetables should be cooked only until crisp-tender. When vegetables have reached the desired doneness, they should be cooled with ice so they stop cooking because if vegetables are left in hot water they will continue to cook beyond the optimum stage.

Test for doneness of large vegetables such as beets, potatoes, or parsnips by piercing them with the tip of a sharp paring knife or a long, thin-tined fork. Smaller vegetables may be pressed between the thumb and forefinger or pressed against the container side with a spoon.

Activity 3:

Directions: Answer the following questions.

1. What happens when vegetables are cooked in too much water?

2. How are sliced carrots tested for doneness?

Vegetable Preparation Methods

Vegetables may be prepared by various cooking methods including these: boiling, steaming, sautéing, broiling, baking, deep-frying, and marinating.

Boiling

To guard against nutrient loss, bring salted water to a boil, add the vegetable, cover, and bring back to a boil as fast as possible. Use 3/4 gallon of water, 3 tablespoons of salt, and 2 tablespoons of salad oil per 5 pounds of vegetables (yield 26, 3-ounce portions). If desired, add about ¼ to ½ cup of sugar.

Steaming

The recommended steaming procedure for each vegetable must be accurately followed. Because of the high temperatures used for steaming, it's easy to overcook vegetables. Small high-pressure units are often used for batch cooking but compartment steamers are commonly used for large quantities. Most vegetables are steamed in perforated pans to allow steam to circulate freely around them.

Baking

Baking is roasting in an oven with dry heat. Combination dishes like corn pudding and turnip souffle bake well. Irish potatoes, sweet potatoes, and winter squash are all excellent vegetables for baking. Some vegetables are baked with meats. These vegetables are added near the end of the roasting period.

Deep-Frying

Vegetables are usually partially cooked before deep-frying. This cooking method develops a crisp, flavorful quality. Before frying, vegetables may be breaded or dipped into a batter. Deep-frying procedures must be followed to create a tasty product. Fry quickly in pre-heated fat. Change the fat as needed and keep the fat free of crumbs. Cook small batches and do not overload the fry basket. Never drop wet cold food into the fat, and wipe up spills immediately.

Sautéing

Hash brown potatoes and diced onions are common sautéed (grilled or pan-fried) vegetables. They are cooked quickly in a small amount of fat.

Broiling

Vegetables (except tomatoes) are partially parboiled before broiling. Some almost cooked vegetables are glazed under a broiler while some broiled vegetables may be braised in an oven and given only a last-minute finish under the broiler.

Marinating

This is a non-cooking vegetable preparation method. A marinade is a flavorful product used to build flavor into vegetables which are placed to soak in them. Marinade ingredients may contain: oil, vinegar, a thin boiled dressing, or sour cream. Firm structured vegetables like mushrooms, carrots, and cauliflower marinate well.

Activity 4:

Directions: Perform the following skill activities.

1. Boil carrots. Ask your instructor to check your skills.
2. Steam carrots in the steamer. Ask your instructor to check your skills.
3. Bake fresh potatoes. Ask your instructor to check your skills.
4. Deep-fry eggplant using the following recipe. Ask your instructor to check your skills.

Fried Eggplant
2 servings

½ medium eggplant (3/4 pound)
½ cup flour
½ teaspoon baking powder
½ teaspoon salt
½ cup milk
1 egg

1. Wash eggplant
2. Beat with wire whip, flour, baking powder, salt, milk, and egg until blended.
3. Cut eggplant into ¼-inch slices.
4. Dip slices into batter, letting excess drip into bowl.
5. Place in deep fat fryer until golden brown.
6. Drain.
7. If desired, salt to taste.

5. Saute diced onion. Ask your instructor to check your skills.
6. Broil tomatoes using the following recipe. Ask your instructor to check your skills.

Broiled Tomatoes
2 servings

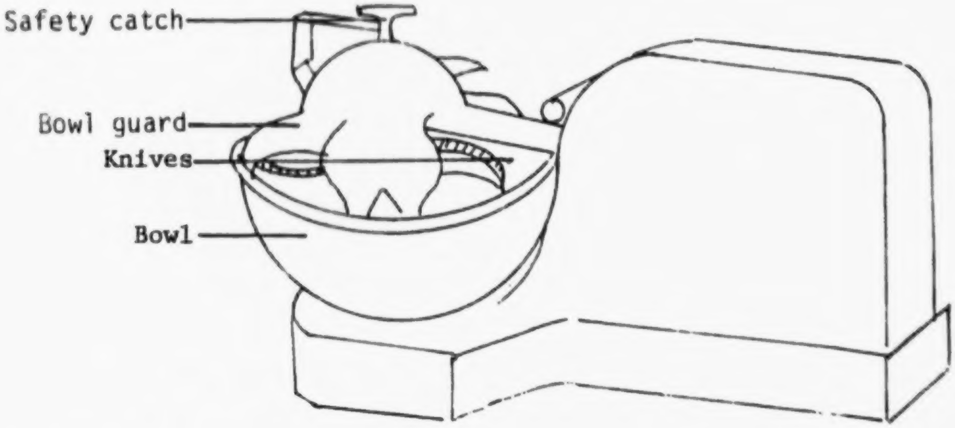
2 medium tomatoes (3/4 pound)
2 teaspoons butter
salt
pepper
basil leaves
oregano

1. Wash tomatoes; cut in half.
2. Brush each half with butter and seasonings.
3. Broil 3 to 5 inches from heat for 5 minutes or until golden brown.

Equipment

Various pieces of stationary equipment may be used during the preparation of vegetables. This equipment may include: food cutter or chopper, range, hot top, and steam jacket.

Food Cutter or Chopper



Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University,
Lubbock, Texas, 1975.

Check to see that all parts have been correctly placed in the machine including any clamp nuts. Start the motor by pushing "start". Feed food into bowl gradually. Never put fingers near the blades. Don't fill bowl over 2/3 full. To secure uniform pieces, scrape food down with large spoon from outer edge toward bottom of bowl. To remove food, push "stop" and wait until knives stop rotating. Use safety catch before removing food from bowl. Clean for next use. Hold knives to prevent rotation and wipe blades. Wipe out bowl. Rinse knife guard dry and replace. Each day carefully clean food cutter or chopper with hot detergent solution. Rinse and dry.

Range/Hot Top

Solid plate top ranges require a pre-heating stage and should be turned on at the beginning of food preparation. Other range tops do not require pre-heating. Some ranges have a thermostatic control (automatic device for regulating the temperature). A thermostatic control unit eliminates much of the guess work involved in range cooking. If your unit is not regulated with this control, you will have low, medium, and high heating choices. "Low" produces ¼, and "medium" ½ as much heat as "high".

The hot top is used for cooking on top of the stove. It is not very accurate so milk usually scorches on the hot top and large containers take too long to heat. The hot top heats by a double bar burner. The surface cooking plate is removable for cleaning.

Clean the range daily. Let it cool before beginning to clean. A wire brush or scraper can be used on solid units. Wipe tops and units with a solution of hot water and detergent, rinse and dry. Each week soak burners in a hot detergent solution. Never pour water on top to cool or wash the range.

Exhaust hood

An exhaust hood is placed above all cooking equipment for ventilation, fire control, and the removal of smoke, cooking vapors, and other odors from cooking areas.

Keep the hood clean and free of grease. Clean with a cloth, warm water, and detergent. Rinse the hood with clean water and dry it with a clean cloth.

Remove grease filters weekly, and wash in the dish machine.

Pressure and Steam Jacket

Steam cooking is quick; from 10 to 20 percent faster than boiling. Two types of steamers are the steam jacket and the steam pressure cooker. A steam jacket kettle surrounds vegetables with steam yet it doesn't allow vegetables to come into contact with the steam. The steam pressure cooker, however, places vegetables in direct contact with steam.

Cut vegetables into equal size pieces so they will cook uniformly. When steam pressure cooking, never open the door until all the steam has dispersed and the pressure gauge is at zero.

Posttest:

Directions: Prepare sautéed and deep-fried vegetables using canned vegetables. Then complete, "Canned Vegetable Performance Rating Sheet."

Directions: Prepare boiled and baked vegetables using frozen vegetables. Then complete, "Frozen Vegetable Performance Rating Sheet".

Directions: Prepare steamed and broiled vegetables using fresh vegetables. Then, complete, "Fresh vegetable Performance Rating Sheet".

Canned Vegetable Performance Rating Sheet

After completing the canned vegetable preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent . . . . poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

Food Preparation Performance	Column #1	Column #2
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. texture		
2. flavor		
3. form		
4. color		
5. temperature		
average rating		

Frozen Vegetable Performance Rating Sheet

After completing the frozen vegetable preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent . . . . poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		

	Column #1	Column #2
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. texture		
2. flavor		
3. form		
4. color		
5. temperature		
average rating		

Fresh Vegetable Performance Rating Sheet

After completing the fresh vegetable preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		

	Column #1	Column #2
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance 1. texture		
2. flavor		
3. form		
4. color		
5. temperature		
average rating		

SOURCES

Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. American Technical Society. Chicago, Illinois, 1973.

Kotscheuar, Lendal H. Quantity Food Production. Cahners Books. Boston, Massachusetts, 1966.

Food Service Employee. Texas Tech University. Lubbock, Texas, 1975.

Terrell, Margaret E. Professional Food Preparation. John Wiley & Sons, Inc. New York, New York, 1971.

Key

Pretest:

1. a. green broccoli
   b. yellow carrots
   c. red beets
   d. white cauliflower
2. canned, frozen, fresh
3. a. Use water just to cover
   b. Add vegetables to boiling, salted water
   c. Cook until crisp-tender
4. Instructors satisfaction

Vegetable Checklist

	Yes	No
a. assembles ingredients	___	___
b. follows safety and sanitation procedures	___	___
c. uses hand-tools	___	___
d. uses stationary equipment	___	___
e. prepreps ingredients	___	___
f. combines ingredients	___	___
g. cooks until tender	___	___
h. preserves color, form	___	___
i. cleans area	___	___
j. returns equipment and supplies	___	___

Activity 1:

1. f, d
2. b
3. e
4. a, c

Activity 2:

1. fresh, frozen, canned
2. they have been blanched before freezing
3. fully cooked

Activity 3:

1. lose nutrients and food value
2. pressed between thumb and forefinger

Activity 4:

1. - 6. Instructor's satisfaction

Boiled Carrots Checklist

	Yes	No
1. Assembles ingredients and equipment	___	___
2. Washes vegetables	___	___
3. Prepreps vegetable	___	___
4. Follows safety and sanitation procedures	___	___
5. Boils water to cover vegetable	___	___
6. Places vegetable in water	___	___
7. Cooks until tender	___	___
8. Cleans area	___	___
9. Returns ingredients and equipment	___	___

Steamed Carrots Checklist

1. Assembles ingredients and equipment	___	___
2. Washs vegetable	___	___
3. Prepreps vegetable	___	___
4. Follows safety/sanitation procedures	___	___
5. Follows manufacturer's procedures for operation of steam	___	___
6. Uses slotted pan	___	___
7. Cooks until tender	___	___
8. Cleans area	___	___
9. Returns ingredients and equipment	___	___

Baked Potato Checklist

1. Selects uniform vegetables	___	___
2. Washes vegetables	___	___
3. Bakes until tender	___	___
4. Opens to release steam	___	___
5. Cleans area	___	___

Deep-Fried Eggplant Checklist

	Yes	No
1. Assembles ingredients and equipment	___	___
2. Prepreps vegetable	___	___
3. Mixes batter	___	___
4. Fries vegetable until tender and golden brown	___	___
5. Follows safety and sanitation procedures	___	___
6. Cleans area	___	___
7. Returns ingredients and equipment	___	___

Sauteed Onion Checklist

1. Assembles ingredients and equipment	___	___
2. Prepreps vegetable	___	___
3. Follows safety and sanitation procedures	___	___
4. Cooks until tender	___	___
5. Cleans area	___	___
6. Returns ingredients and equipment	___	___

Broiled Tomatoes Checklist

1. Assembles ingredients and equipment	___	___
2. Prepreps vegetables	___	___
3. Broils until golden brown	___	___
4. Follows safety and sanitation procedures	___	___
5. Cleans area	___	___
6. Returns ingredients and equipment	___	___

Posttest:

Average of "3" or better from "Fresh Vegetable Performance Rating Sheet"; "Canned Vegetable Performance Rating Sheet"; and "Frozen Vegetable Performance Rating Sheet".

FRY/GRILL COOK .... IDENTIFIES WHOLESALE MEAT CUTS

P4.9

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Identify wholesale cuts

Terminal Performance Objective:

Given a diagram of beef, pork, veal, and lamb carcasses, the student will be able to identify wholesale cuts of each, with 100% accuracy, as evidenced by completion of "Wholesale Cuts Identification Sheet."

Materials Needed:

1. This packet
2. Pen or pencil

Pretest:

Directions: Answer the following questions.

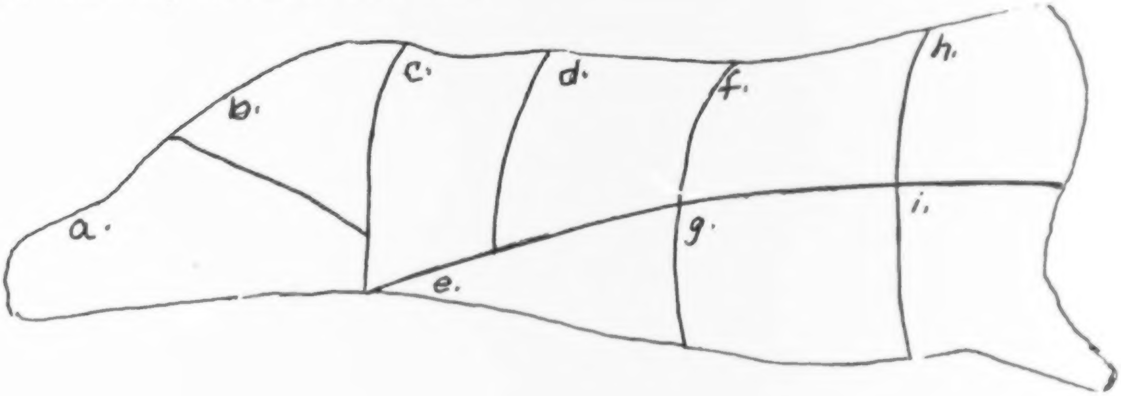
1. Which meat is the one most often served in the food service facilities?______
   - a. pork
   - b. lamb
   - c. veal
   - d. beef

2. What does "U. S. Insp'd and P'S'D'" mean?

3. The highest grades are beef ______, pork ______, veal _____, and lamb ______.

4. Pork must be ____________________________ to prevent ________________________ disease.

5. Identify wholesale beef cuts:



a.____________________

b.____________________

c.____________________

d.____________________

e.____________________

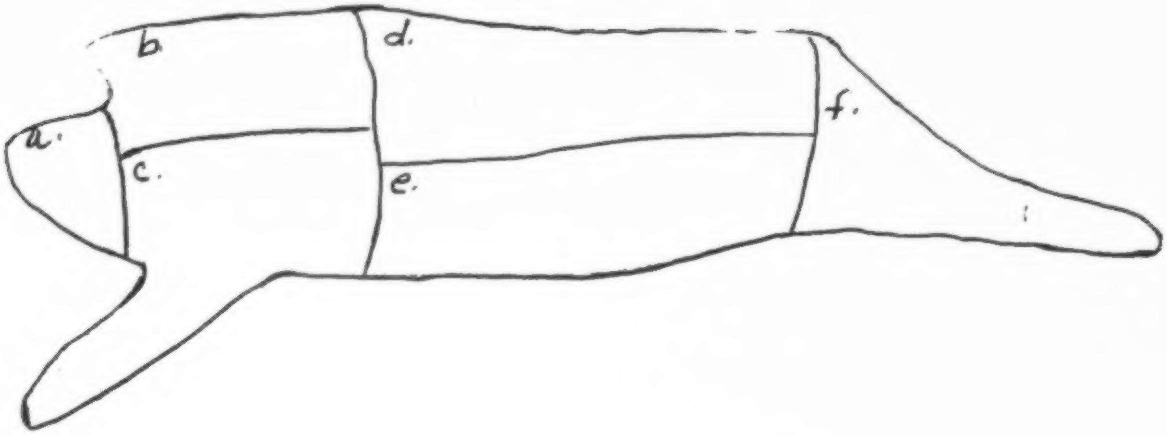
f.____________________

g.____________________

h.____________________

i.____________________

6. Identify wholesale pork cuts:



a.______________________________

b.______________________________

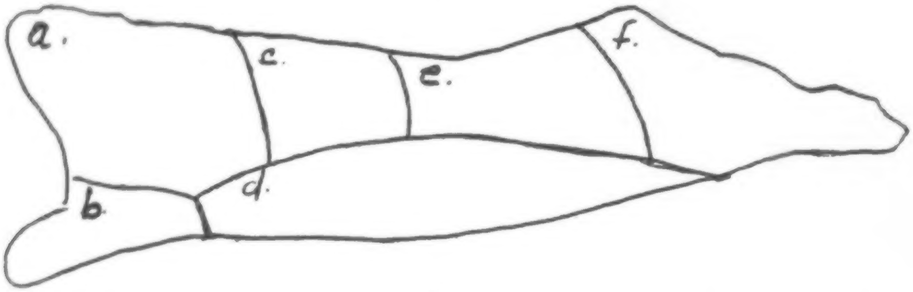
c.______________________________

d.______________________________

e.______________________________

f.______________________________

7. Identify wholesale veal cuts:



a.______________________________

b.______________________________

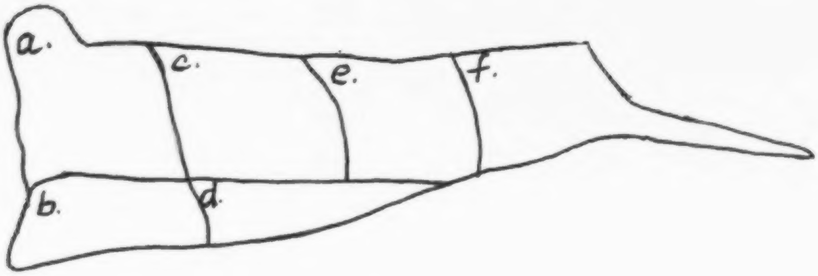
c.______________________________

d.______________________________

e.______________________________

f.______________________________

8. Identify wholesale lamb cuts:



a.______________________________

b.______________________________

c.______________________________

d.______________________________

e.______________________________

f.______________________________

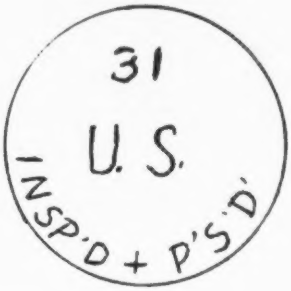
Contents:

Beef

The average food service facilities spend 25% of its food dollar on meat. Of the commonly served meats, beef is the most popular.

Beef is the flesh of steers, heifers, cows, bulls, and stags. These various beef producing animals vary in their meat flavor and tenderness. Steers produce the best beef while heifers produce the next best product. Cow meat generally has an uneven fat distribution. This meat is used in canned meat products. Stags and bulls produce the toughest meat. Stag meat is used for dried beef and bull meat for sausage.

Beef is inspected and graded. Beef stamped with "U. S. Insp'd and P'S'D'" means that the meat was inspected and passed. The stamp on the side of beef will look like this and it means that the beef is safe for eating. This marking does not have any relationship with tenderness or overall eating quality. The purple ink from the stamp is harmless and can be left on the meat.

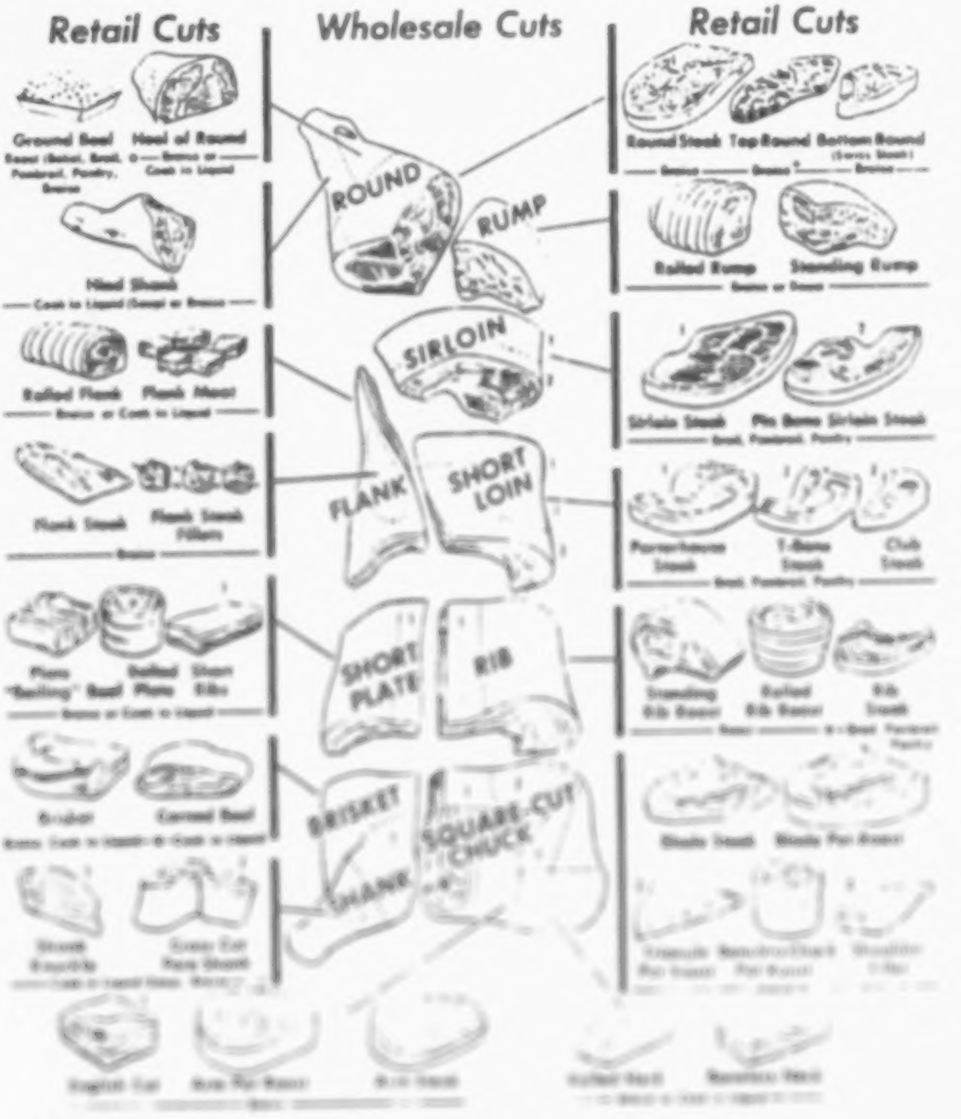


Meat quality is designated by a grading stamp. There are eight federal beef grades. These are prime, choice, good, standard, commercial, utility, cutter, and canner. Generally, the food service employee will see only the four highest grades - prime, choice, good, and commercial. Choice is the beef grade most often served in food service facilities. Prime is a higher grade but only very expensive restaurants can afford to serve prime beef.

Most beef is purchased in wholesale or primal cuts. There are five wholesale cuts in the forequarter of the animal and four in the hindquarter. Beef purchased in wholesale cuts will reduce labor costs, save time, require less refrigeration space, and requires less expensive equipment than beef purchased by the side.

Another popular way to purchase beef is by fabricated cuts. These cuts are ready-to-cook meats cut or packaged to certain specifications.

The following chart illustrates the wholesale cuts and common retail cuts.


Retail Cuts
Wholesale Cuts
Retail Cuts
Ground Beef
Heel of Round
Round Steak
Top Round
Bottom Round
(Swiss Steak)
ROUND
RUMP
Hind Shank
Rolled Rump
Standing Rump
SIRLOIN
Rolled Flank
Flank Meat
Sirloin Steak
Pin Bone Sirloin Steak
FLANK
SHORT LOIN
Flank Steak
Flank Steak Fillets
Porterhouse Steak
T-Bone Steak
Club Steak
SHORT PLATE
RIB
Plate "Boiling" Beef
Rolled Plate
Short Ribs
Standing Rib Roast
Rolled Rib Roast
Rib Steak
BRISKET
SQUARE-CUT CHUCK
SHANK
Brisket
Corned Beef
Blade Steak
Blade Pot Roast

Activity 1:

Directions: Answer the following questions.

___1. The average food service facility spends what proportion of their food dollar on meat?

a. 10%
b. 25%
c. 50%
d. 75%

___2. Which of the beef producing animals produces the best quality meat?

a. steer
b. heifer
c. bull
d. cow

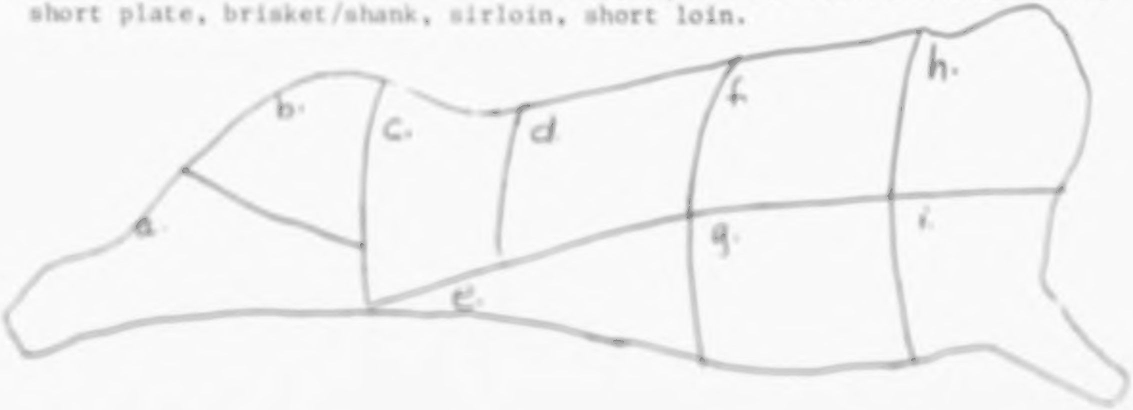
___3. The "U. S. Insp'd and P'S'D'" stamp means that the meat

a. is tender
b. is graded
c. was slaughtered from a grain fed animal
d. is safe

___4. The highest grade beef is

a. good
b. choice
c. prime
d. standard

5. Identify the wholesale cuts - rib, rump, square cut chuck, round, flank, short plate, brisket/shank, sirloin, short loin.



a.________________________

b.________________________

c.________________________

d.________________________

e.________________________

f.________________________

g.________________________

h.________________________

i.________________________

Pork

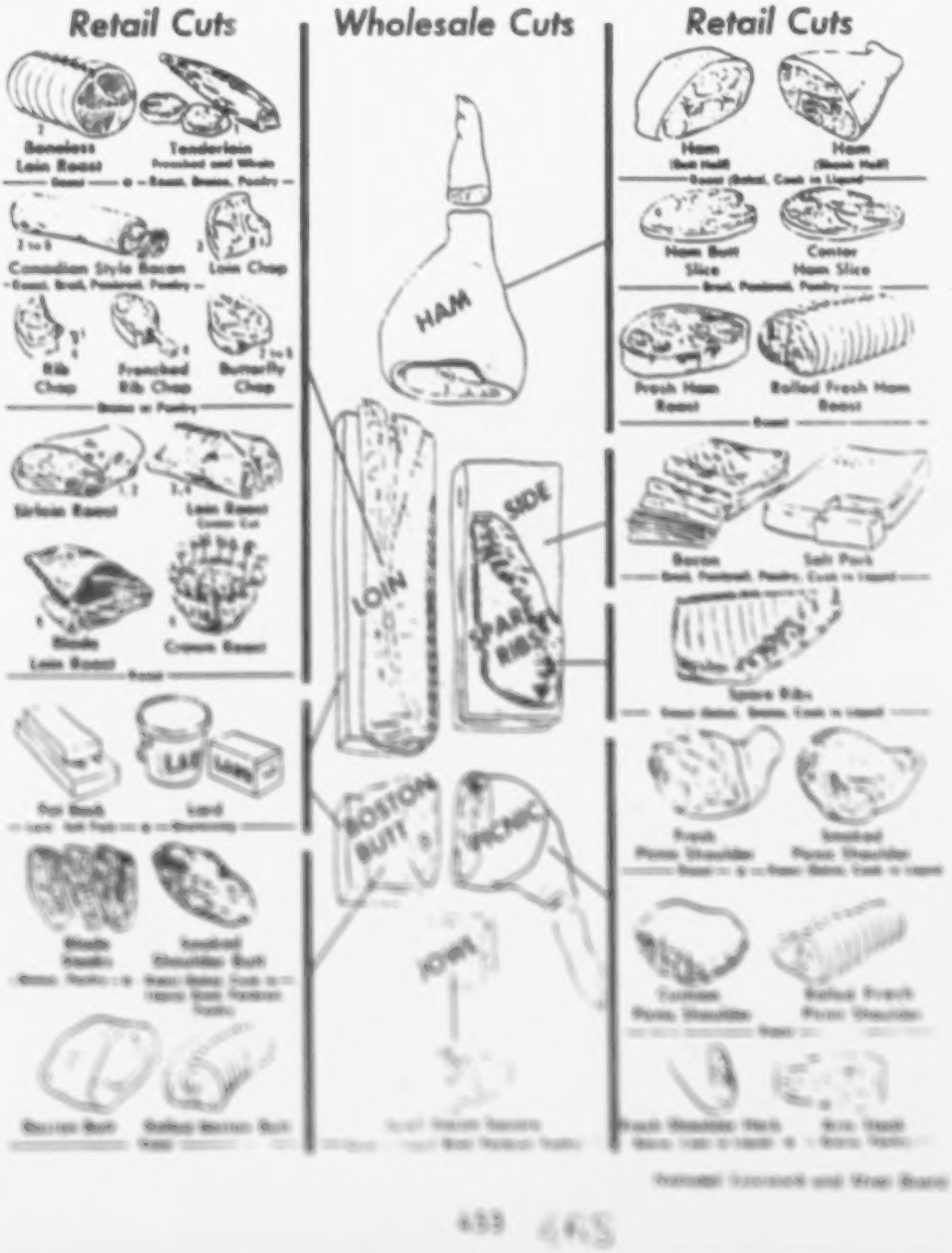
Pork ranks second to beef in total meat consumption in the United States. Pork is the meat of hogs, 6-12 months of age.

Even though most pork is quite tender, it still is graded. The three grades in order of desirability are U. S. 1, U. S. 2, and U. S. 3.

Only one-third (1/3) of all the pork marketed is sold as fresh pork. The majority of pork cuts are cured or smoked.

Pork is always cooked well done in order to develop the delicate flavor to its fullest extent. Also, if pork is not cooked well done, a disease called trichinosis might be passed onto the customer.

Six wholesale cuts are created from the hog's carcass. These wholesale cuts and common retail cuts are illustrated on the following chart.

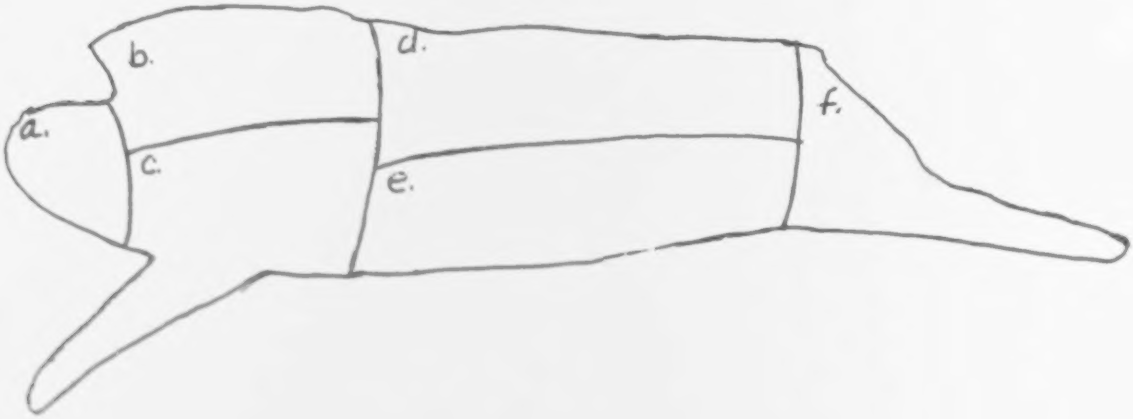

Retail Cuts
Wholesale Cuts
Retail Cuts
Boneless Loin Roast
Tenderloin
Frenched and Whole
Roast
Roast, Braise, Panfry
Canadian Style Bacon
Loin Chop
Roast, Broil, Panbroil, Panfry
Rib Chop
Frenched Rib Chop
Butterfly Chop
Braise or Panfry
Sirloin Roast
Loin Roast
Center Cut
Blade Loin Roast
Crown Roast
Roast
Fat Back
Lard
Smoked Shoulder Butt
Boston Butt
Rolled Boston Butt
HAM
LOIN
SIDE
SPARERIBS
BOSTON BUTT
PICNIC
JOWL
Ham (Butt Half)
Ham (Shank Half)
Roast (Bake), Cook in Liquid
Ham Butt Slice
Center Ham Slice
Broil, Panbroil, Panfry
Fresh Ham Roast
Rolled Fresh Ham Roast
Roast
Bacon
Salt Pork
Broil, Panbroil, Panfry, Cook in Liquid
Spare Ribs
Roast (Bake), Braise, Cook in Liquid
Fresh Picnic Shoulder
Smoked Picnic Shoulder
Cushion Picnic Shoulder
Rolled Fresh Picnic Shoulder
Fresh Shoulder Hock
Arm Steak

National Live Stock and Meat Board

Activity 2:

Directions: Answer the following questions.

1. Most pork is quite ________________.
2. Pork is marketed as _____________ and as _____________ or _________________.
3. All pork must be _____________________ to prevent _____________________ disease.
4. Identify the wholesale cuts - ham, loin, sile/spare ribs, boston butt, picnic, and jowl.



a.____[

b.____

c.____

d.____

e.____

f.____

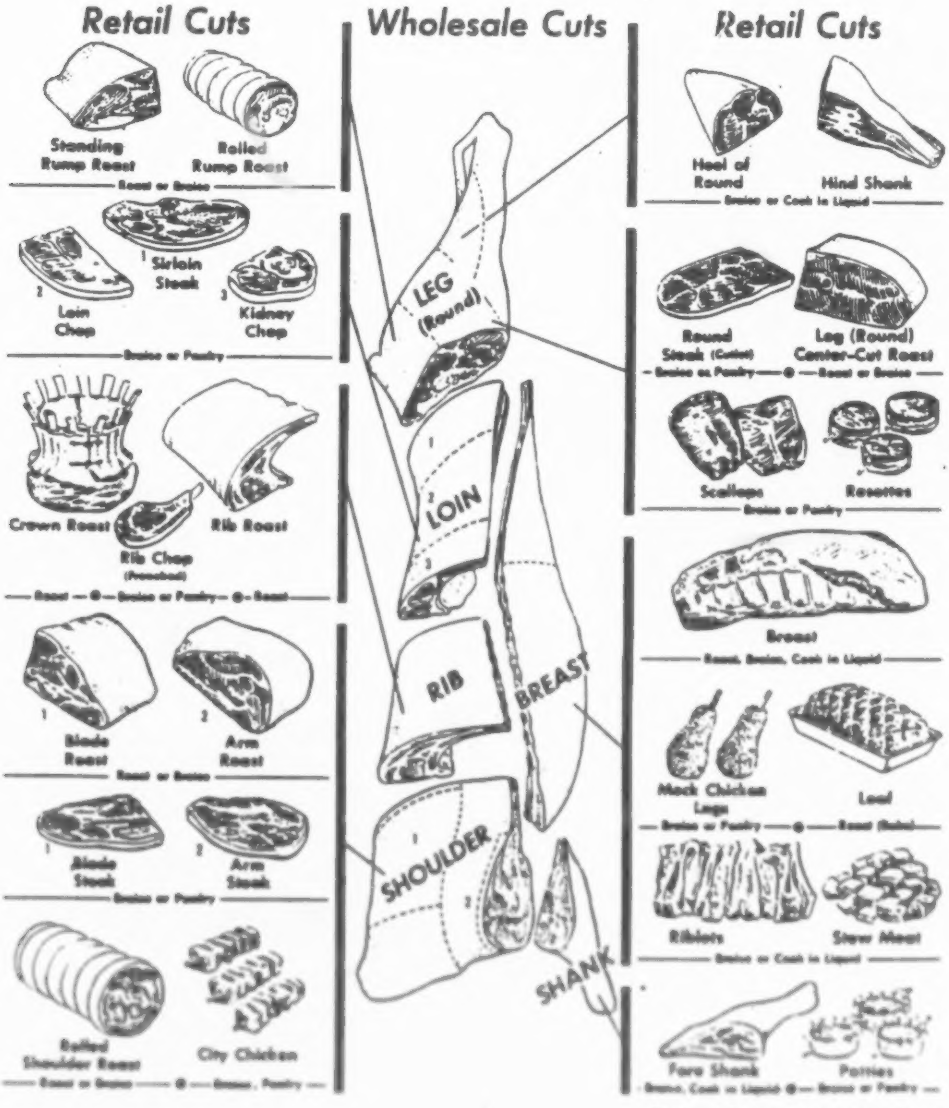
Veal

Veal is the delicate meat from the calves not over 12 weeks of age. The meat has little fat covering and a high moisture contot. It is always tender and usually expensive.

Veal is graded into six classifications - prime choice, good, commercial, utility, and cull. Most food service facilities serve chice or good grades of veal.

Veal is usually purchased as wholesale cuts or a fabricated form. There are four wholesale cuts in the forequarter and two in the hindquarter. Fabricated cuts are purchased ready to cook. This is the most convenient way to purchase veal because it is cut to the desired size and wight.

The wholesale and retail cuts are illustrated on the following chart:


Retail Cuts
Wholesale Cuts
Retail Cuts
Standing Rump Roast
Rolled Rump Roast
Roast or Braise
1 Sirloin Steak
2 Loin Chop
3 Kidney Chop
Braise or Panfry
Crown Roast
Rib Roast
Rib Chop (Frenched)
Roast — ● — Braise or Panfry — ● — Roast
1 Blade Roast
2 Arm Roast
Roast or Braise
1 Blade Steak
2 Arm Steak
Braise or Panfry
Rolled Shoulder Roast
City Chicken
Roast or Braise — ● — Braise, Panfry
LEG (Round)
LOIN
RIB
BREAST
SHOULDER
SHANK
Heel of Round
Hind Shank
Braise or Cook in Liquid
Round Steak (Cutlet)
Leg (Round) Center-Cut Roast
Braise or Panfry — ● — Roast or Braise
Scallops
Rosettes
Braise or Panfry
Breast
Roast, Braise, Cook in Liquid
Mock Chicken Legs
Loaf
Braise or Panfry — ● — Roast (Bake)
Riblets
Stew Meat
Braise or Cook in Liquid
Fore Shank
Patties
Braise, Cook in Liquid ● — Braise or Panfry

National Livestock and Meat Board

Activity 3:

Directions: Answer the following questions.

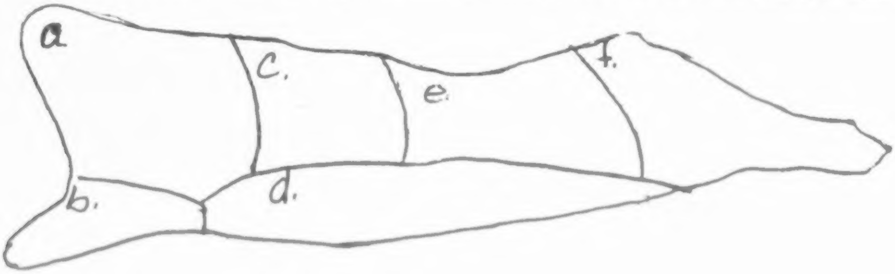
___1. Veal is characterized by a

a. high fat content
b. high moisture content
c. low lean content
d. low lean to bone content

___2. Common veal grades for the food service facility are

a. prime and choice
b. good and prime
c. choice and good
d. choice and cull

3. Identify the wholesale cuts - leg, shank, loin, breast, shoulder, and rib.



a.______________________

b.______________________

c.______________________

d.______________________

e.______________________

f.______________________

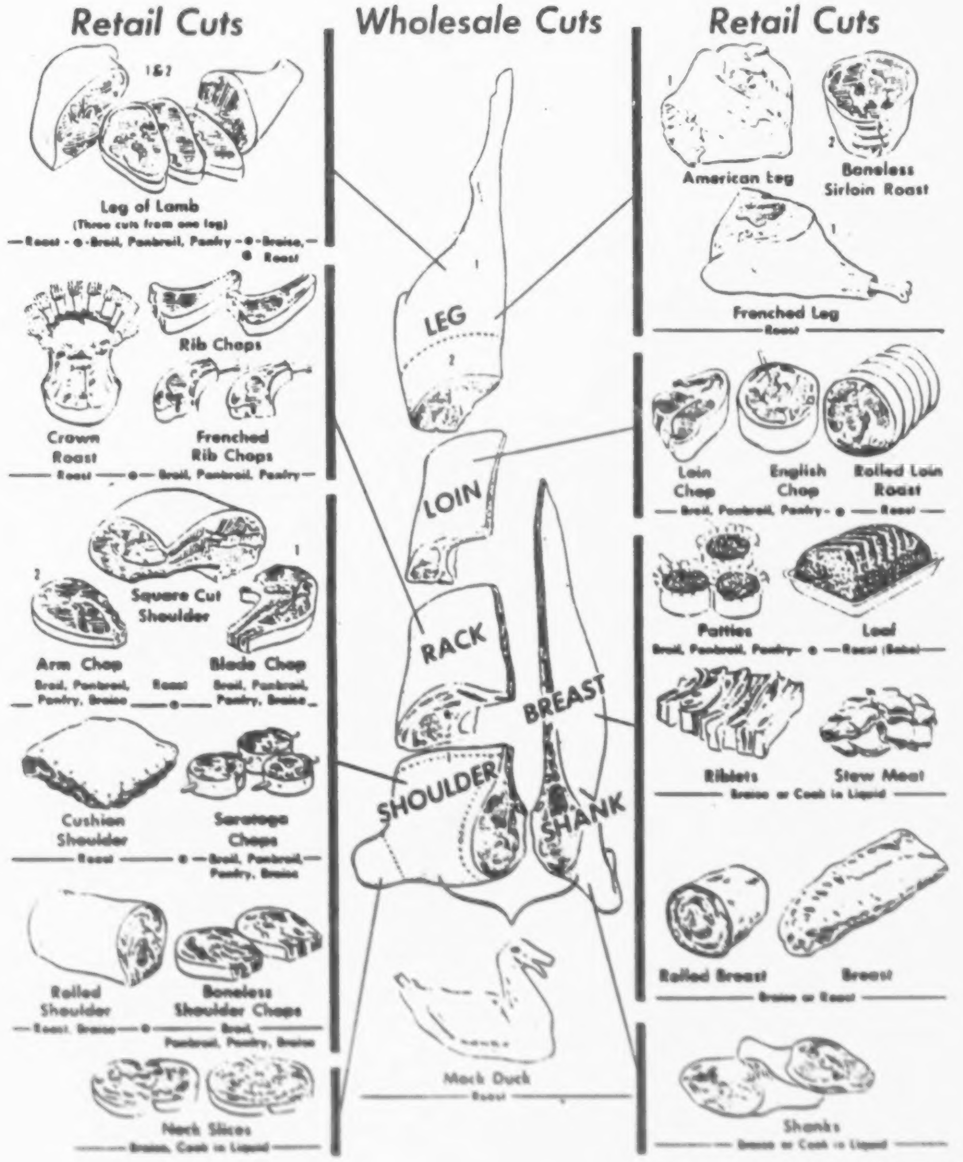
Lamb

Lamb is the flesh of an immature sheep approximately 12 months old. There are three types of lambs available on the market - genuine spring lamb, spring lamb, and yearling lamb. Genuine spring lamb produces the best lamb; spring lamb is second best in quality; and yearling is the poorest quality.

Lamb is graded into five classifications - prime, choice, good, utility, and cull. Usually only the three best grades (prime, choice, and good) are served in food service facilities.

Lamb can be purchased in wholesale or primal cuts or in fabricated cuts. There are six lamb cuts. The cuts of the foresaddle include the shoulder, rib, shank, and breast. The cuts of the hindsaddle include the loin and leg.

Wholesale and retail lamb cuts are illustrated on the following chart.

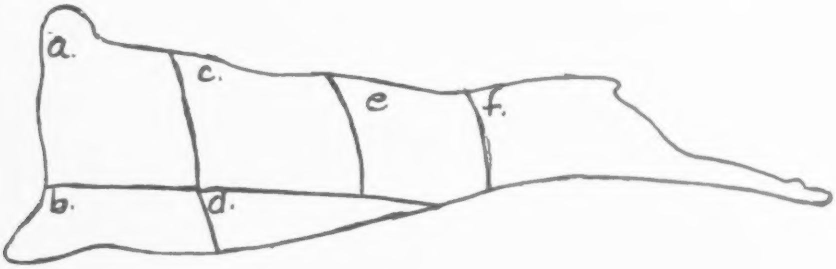

Retail Cuts
Wholesale Cuts
Retail Cuts
1&2
Leg of Lamb
(Three cuts from one leg)
Roast
Broil, Panbroil, Panfry
Braise,
Roast
Rib Chops
Crown Roast
Frenched Rib Chops
Roast
Broil, Panbroil, Panfry
Square Cut Shoulder
1
2
Arm Chop
Blade Chop
Broil, Panbroil, Panfry, Braise
Roast
Broil, Panbroil, Panfry, Braise
Cushion Shoulder
Saratoga Chops
Roast
Broil, Panbroil, Panfry, Braise
Rolled Shoulder
Boneless Shoulder Chops
Roast, Braise
Broil, Panbroil, Panfry, Braise
Neck Slices
Braise, Cook in Liquid
LEG
1
2
LOIN
RACK
BREAST
SHOULDER
SHANK
Mock Duck
Roast
1
American Leg
2
Boneless Sirloin Roast
1
Frenched Leg
Roast
Loin Chop
English Chop
Rolled Loin Roast
Broil, Panbroil, Panfry
Roast
Patties
Loaf
Broil, Panbroil, Panfry
Roast (Bake)
Riblets
Stew Meat
Braise or Cook in Liquid
Rolled Breast
Breast
Braise or Roast
Shanks
Braise or Cook in Liquid

National Livestock and Meat Board

Activity 4:

Directions: Answer the following questions.

1. Lamb is the flesh of ________________________.
2. The most tender lamb comes from ___________________________.
3. The highest lamb grade is ___________________.
4. Identify the wholesale cuts - leg, shank, loin, breast, shoulder, and rack.



a.____________________________

b.____________________________

c.____________________________

d.____________________________

e.____________________________

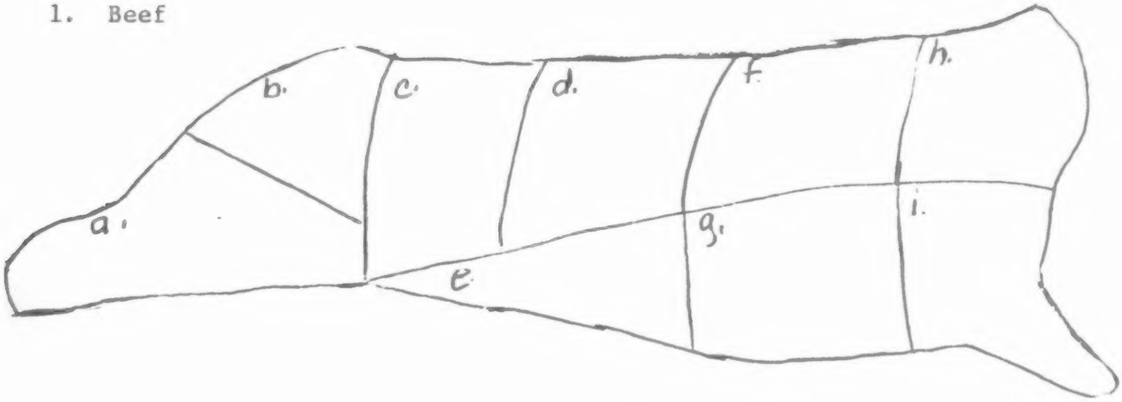
f.____________________________

Posttest:

Directions: Identify the wholesale cuts of beef, pork veal, and lamb carcasses.

Wholesale Cuts Identification Sheet

1. Beef



a.____________________

b.____________________

c.____________________

d.____________________

e.____________________

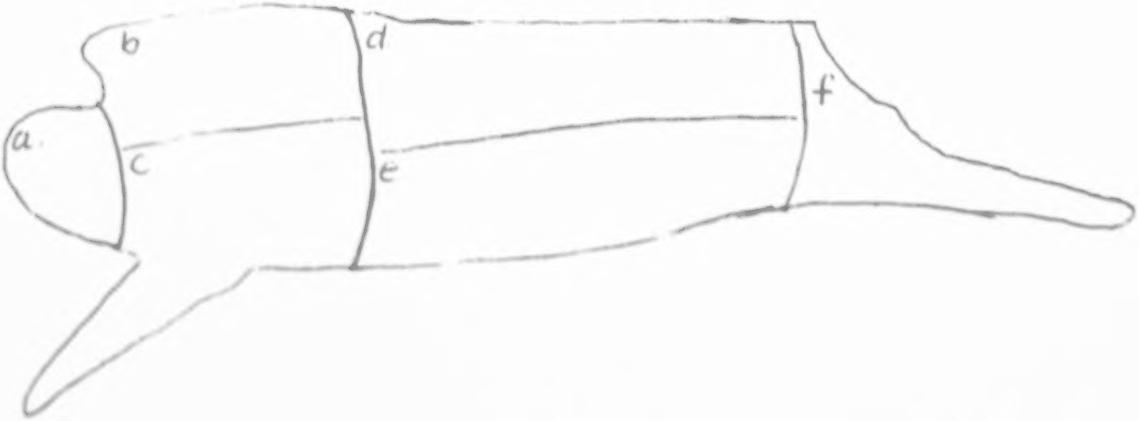
f.____________________

g.____________________

h.____________________

i.____________________

2. Pork



a.____________________

b.____________________

c.____________________

d.____________________

e.____________________

f.____________________

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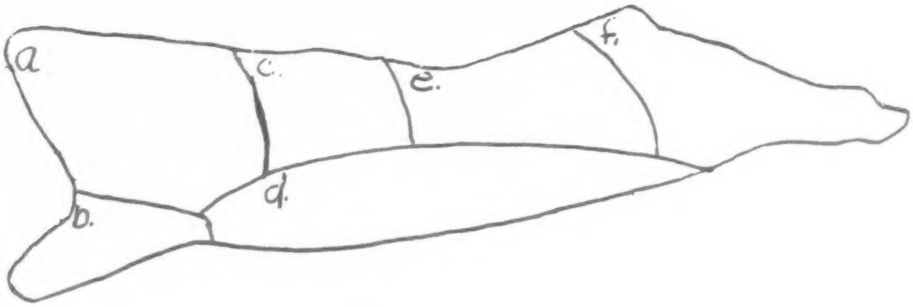
3. Veal



a._________________________

b._________________________

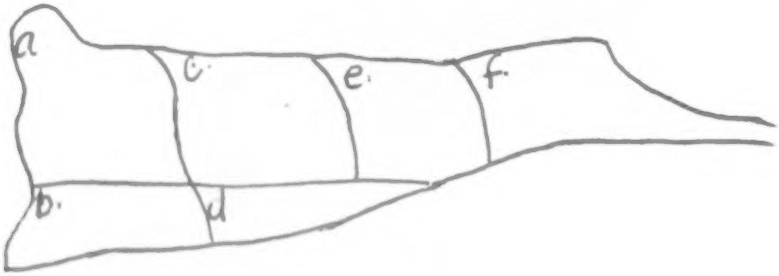
c._________________________

d._________________________

e._________________________

f._________________________

4. Lamb



a._________________________

b._________________________

c._________________________

d._________________________

e._________________________

f._________________________

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Lewis, Evelyn J. and Mary F. Ray , Exploring Professional Cooking, Chas. A. Bennett Co., Inc., Peoria, Illinois, 1976.

Key

Pretest:

1. d
2. It indicates that minimum federal standards for meat safety have been met
3. prime, U.S. 1, prime, prime
4. Fully cooked, trichinosis

5a. round
b. rump
c. sirloin
d. short loin
e. flank
f. rib
g. short plate
h. square cut chuck
i. brisket/shank

6a. jowl
b. Boston butt
c. picnic
d. loin
e. spare ribs/side
f. ham

7a. shank
b. shoulder
c. rib
d. breast
e. loin
f. leg

8a. shoulder
b. shank
c. rack
d. breast
e. loin
f. leg

Activity 1:

1. a
2. b
3. d
4. c
5a. round
b. rump
c. sirloin
d. short loin
e. flank
f. rib
g. short plate
h. square cut chuck
i. brisket/shank

Activity 2:

1. tender

2. fresh and as smoked or cured

3. well cooked, trichinosis

4a. jowl
b. Boston butt
c. picnic
d. loin
e. spare ribs/side
f. ham

Activity 3:

1. b
2. c
3a. shank
b. shoulder
c. rib
d. breast
e. loin
f. leg

Activity 4:

1. immature sheep

2. genuine spring lambs

3. prime

4a. shoulder
b. shank
c. rack
d. breast
e. loin
f. leg

Posttest:

1a. round
b. rump
c. sirloin
d. short loin
e. flank
f. rib
g. short plate
h. square cut chuck
i. brisket/shank

2a. jowl
b. Boston butt
c. picnic
d. loin
e. spare ribs/side
f. ham

3a. shank
b. shoulder
c. rib
d. breast
e. loin
f. leg

FRY/GRILL COOK............ PREPARES MEATS BY: ROASTING

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Roast meat and poultry and bake fish

Terminal Performance Objective:

Given standardized recipes, the student will be able to roast meat and poultry and bake fish to meet requirements of the recipes as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Sirloin of beef
4. Turkey
5. Fish fillet
6. Margarine
7. Lemon juice
8. Salt and pepper
9. Paprika
10. Roasting pan
11. French knife
12. Sheet pan
13. Pastry brush
14. Bowl
15. Spoon
16. Cutting board

Pretest:

Directions: Answer the following questions and perform the following skill activity.

Match the cuts of meat on the right with the cooking method on the left.

_____1. moist heat
_____2. dry heat

a. steak
b. roast
c. tongue
d. pork chop

3. List the steps to follow for roasting a sirloin of beef.

4. If meat is cooked at too high a temperature and for too long a time, what happens?

5. Prepare a roast turkey. Ask your instructor to check your skills.

Contents:

Directions: Read the following information.

Today more and more convenience meat products are available to the food service manager. For example, convenience steaks can be seared in a broiler given them the desired grid marks and then blast frozen. These products, after purchasing, can be placed frozen into baking pans, put into hot ovens, warmed and served as rare steaks.

Even though convenience meat items are served, many food service facilities still prepare fresh meat dishes. Meat, fish, and poultry are cooked to make them more palatable and more digestible. These products are cooked by dry heat methods (roast, broil, grill) or moist heat methods (steam, poach, cook in liquid). The tenderness of the product dictates the cooking method. For example, dry heat cookery is used on tender meats like porterhouse steak while moist heat cookery is used on less tender meats like tongue.

Fat distribution contributes to meat tenderness. Young and old animals have less fat than middle aged ones. Fat contains from 15 to 50 percent moisture which keeps meat from drying out in cooking. Roasts are cooked fat side up and poultry with its fat back up so that the fat and its moisture run down and keep the meat moist. Marbling (distribution of vein like fat particles) contributes to tenderness by separating meat tissues.

The muscle fiber has much to do with the grain or texture of meat. Fine fibers indicate a fine, smooth texture and a tender meat. A velvety, smooth, soft surface will indicate fine grain. The surface of the meat should also have a soft, moist sheen and show marbling. Young animals have finer grained flesh than mature animals. Exercised muscles develop more connective tissue and are less tender than nonexercised muscles.

Excess cooking can dry meat out and produce a tough product.

Doneness can be judged by outside and inside appearance. The surest way is by a thermometer. There are six stages of doneness.

very rare..................	there is only a thin portion of cooked meat around the edge. Under finger pressure, the meat is soft and jelly like inside.
rare........................	the raw, red portion is smaller and the meat around it is pink; there is a good brown outer surface. There is a full, plump appearance and still some give to pressure. The juices are red but not bloody.
medium rare................	the interior is a rich pink. The meat is still plump; the juices are pink. Firmness to touch is more apparent; the amount of gray outer surface has increased.
medium......................	the exterior is well browned; pink juices are apparent. When pressed, there is definite resistance.
medium well................	the pink color has disappeared. Juices are clear or gray. The meat is firm to touch.
well........................	the meat is completely gray inside. Little or no juice appears. The meat is firm and a little shrunken. The surface is brown and dry.

Time of cooking meats varies for doneness. Meat at room temperature will cook faster than chilled meat. Large meat pieces will continue cooking after leaving the oven. For this reason, cook items like rib roasts 15 to 20°F lower than needed at service. To cook meat by the pound, calculate time by the piece and not the entire pan contents; e.g., a roast pan containing six 7-pound roasts should be timed for seven pounds, not 42 pounds.

Activity 1:

Directions: Select the one best answer.

___1. Tender meats are cooked by

a. moist heat methods
b. dry heat methods

___2. Moist heat methods are

a. grill
b. roast
c. steam
d. broil

___3. Roast meats

a. fat side up
b. fat side down

___4. Meat thermometer is placed in

a. fat
b. lean
c. touching the base

___5. Marbling is a sign of

a. tenderness
b. old age
c. spoilage

___6. Excess cooking makes meat

a. tender
b. moist
c. digestible

Roasting

Roasting is a dry heat cookery method. Cover the pan with the meat so drippings will not burn. Often roasting racks (trivets) are used to elevate the meat above the drippings. Do not salt the meat until browned. Do not cover or add liquid. Meats with little fat may need basting to prevent drying out while cooking. Select the smallest piece of meat in the batch to hold the meat thermometer. Place the thermometer in the lean portion (not bone or fat) and cook until done.

Remove this meat, insert thermometer in the next smallest piece, cook until done and remove. Continue this practice until all pieces have reached the desired doneness. Slice meat against the grain.

Roasting is done in the oven; usually the conventional or convectional. However, more and more food service facilities are using microwave ovens for meat preparation.

Conventional Oven

Preheat oven before placing food in the oven. Check to see that both the temperature control switch and the thermostat switch are on. When loading oven check to see that even spacing is provided around pans. Pans need a 2" clearance all the way around (behind, beside, and in front) to ensure an even flow of heat.

Clean the oven each day. Remove shelves from a cool oven. Turn all switches off. Scrape burned particles from inside of the oven. Brush out insides; shelf ledges; and door crevices. Wash outside with detergent solution, rinse, and dry.

Additionally, each week rinse the inside of the oven. Use stainless steel polish on the outside.

Convection Oven

The convection oven tends to cook foods quickly, evenly and with less moisture loss than conventional ovens.

Turn the thermostat to the desired temperature. (Adjust recipes for conventional ovens by decreasing 25-50°F.) Turn the fan on for most products except baked goods, cakes and muffins. Preheat oven and centrally space pans to encourage an even flow of heat.

Each day, scrape burned particles from inside of the oven. Brush out oven, shelf ledges, and door crevice. Wash, rinse, and dry outside of oven. Weekly scrape, brush, and scrub oven. Rinse inside and outside. Use stainless polish.

Microwave Oven

Read and follow manufacturer's suggested operation for the particular type of oven. The microwave can thaw, heat to room temperature, cook to an edible temperature, and precook foods. Place food no more than 3" deep in oven on paper, glass, china, or heat resistant plastic dishes. Cover foods that may tend to splatter easily with a paper towel. Some foods may need to be turned or stirred during the cooking time. Some recipes will call for foods to "rest." These food items will continue to cook to the desired doneness after they are removed from the oven. Accurately follow time guides. Foods can easily over cook in the microwave oven.

Clean oven by removing trays and shields and washing in a mild detergent solution. Remove all spills from the inside and outside of the oven.

Posttest 1:

Directions: Prepare the following recipe. Then complete "Roast Sirloin of Beef Performance Rating Sheet."

Roast Sirloin of Beef Recipe

Ingredients: Approximate Yield: 25 servings

12 lbs. sirloin of beef, boneless

Preparation:

1. Place sirloin in roast pan, fat side up.
2. Cook 350°F until desired doneness (use meat thermometer).
3. Roast should set at least ½ hour before slicing with a French knife.

Posttest 2:

Directions: Prepare the following recipe. Then complete "Roast Turkey Performance Rating Sheet."

Roast Turkey Recipe

Ingredients: Approximate Yield: 25 servings

12 lbs. turkey

Preparation:

1. Lock the turkey's wings by bending under the body.
2. Place in roasting pan, breast side up.
3. Roast 325°F; basting frequently until done. (To test the turkey for doneness a fork can be inserted into the thigh and twisted slightly to cause liquid to flow. If the liquid is white, the turkey is done. If red or pink more cooking is required.)

Posttest 3:

Directions: Prepare the following recipe. Then complete "Baked Fish Fillet Performance Rating Sheet."

Baked Fish Fillet Recipe

Ingredients: Approximate Yield: 25 servings

5 lbs.	fish fillets
½ lb.	margarine, melted
3 oz.	lemon juice
½ oz.	salt
¼ ox.	paprika

Preparation:

1. Cut fish into 3 ounce portions
2. Oil sheet pan
3. Place fish on pan
4. Combine margarine, lemon juice, salt, and paprika
5. Cover fish with margarine mixture
6. Bake 325°F 25 to 30 minutes or until fish flakes when tested with a fork

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotschevar, Lendal H., Quantity Food Production, Cahners Books, Boston, Massachusetts, 1966.

Food Service Production and Service (Student Materia), Mid-America Vocational Curriculum Consortium, Inc., 1976.

Roast Sirloin of Beef Performance Rating Sheet

After completing the roast beef preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		

	Column #1	Column #2
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. good flavor		
2. pleasing appearance		
3. moist		
4. tender		
5. desired doneness		
6. aroma		
7. uniform pieces		
Average Rating		

Roast Turkey Performance Rating Sheet

After completing the turkey preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		

	Column #1	Column #2
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. well done		
2. moist		
3. golden brown		
Average Rating		

Baked Fish Fillet Performance Rating Sheet

After completing the baked fish fillet preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. lightly browned		
2. tender		
3. flaky		
Average Rating		

Key

Pretest:

1. b, c
2. a, d
3. Use roasting pan
   Place meat fat side up
   Place meat thermometer in lean portion of the meat
   Don't cover or add liquid
   Cook at 350°F unti done
   Let stand 30 minutes before slicing
4. Protein toughens-meat will be dry and tough
5. Instructor's satisfaction

Roast Turkey Checklist

	Yes	No
a. assembles ingredients and supplies	___	___
b. uses roasting pan	___	___
c. locks wings in place	___	___
d. roasts at 325° until done	___	___
e. bastes often	___	___
f. carves	___	___
g. cleans area	___	___
h. returns ingredients and supplies	___	___

Activity 1:

1. b
2. c
3. a
4. b
5. a
6. d

Posttest:

Average of "3" or better from "Roast Sirloin of Beef Performance Rating Sheet," Roast Turkey Performance Rating Sheet," and "Baked Fish Fillet Performance Rating Sheet."

Job Skills:

Broil meat, poultry, and fish

Terminal Performance Objective:

Given standardized recipes, the student will be able to broil meat, poultry, and fish to meet requirements of the recipes as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Beef steak
4. Chicken
5. Halibut
6. Oil
7. Butter
8. Pastry brush
9. Sheet pan
10. Tongs

Pretest:

Directions: Perform the following skill activity.

1. Broil beef steaks, chicken, and halibut. Ask your instructor to check your skills.

Contents:

Broiling is a dry heat cookery method generally reserved for tender cuts of meat. Meat is positioned close (2 to 8 inches depending on the meat thickness) to a direct heat source. Broiling temperatures are slightly higher than those used for roasting. Temperature is governed by the cut, type of meat and size of piece. Meat of low fat content or small pieces are cooked at higher temperatures to shorten cooking time and reduce chances for drying out. Meat placed too close to the heat source and/or for too long will result in an undesirable charred appearance.

Dip meats in oil before placing on the grids for broiling. Delicate items like fish may need to be dipped in flour and then in oil and placed in the middle of a double grid to hold them firmly in place.

Double Grid

To prevent unwanted sooty, smoke flavored meat during broiling, sprinkle water on flames that may shoot up. A bottle of cold water with a perforated top may be used.

Season with salt after the meat browns since salting earlier retards browning. Turn the meat with tongs, never pierce meat with a fork during broiling.

Broiling Meat

Preheat the broiler (different makes vary from 5 to 30 minutes). After dipping the meat in oil, shake off excess oil and place on grid. For rare meat, place the grid 1 to 2 inches from the heat source, medium 3 to 4 inches, and well done 4 inches. Broil meats on one side for half of the total cooking time. When browned, season and turn meat and brown the other side.

Broiling Poultry

Young tender birds are used for broiling. Preheat the broiler. Dip poultry in oil to prevent sticking. Place poultry in a double grid and broil under a low flame, skin side down. Cook until the surface of the chicken is brown, turn over, skin side up and cook until the second side is golden brown. To finish remove poultry from the double grid and place in bake pans in the oven until tender. When done, the drum stick joint will move freely.

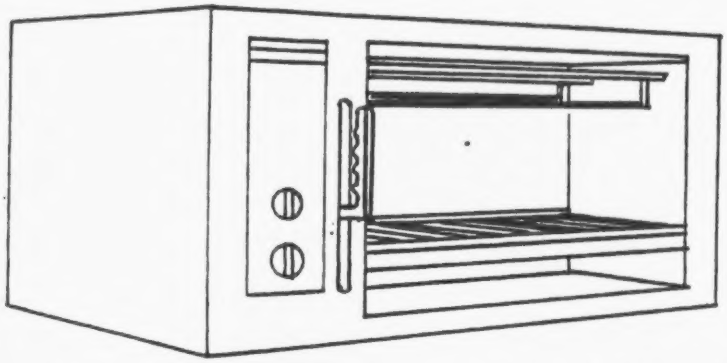
Broiling Fish

Fat fish (salmon, mackerel, and trout) broils well but lean fish (flounder, halibut, and cod) can become dry, pulpy, color and flavorless when broiled. Lean fish must be dipped into flour, basted with oil or butter and held in a double grid to produce an attractive, flavorful product. Broiling procedures for fish generally follow those given for meat.

Broiler

Broiler units are fueled by charcoal, electricity, or gas. Broilers may be backshelf models called salamanders, or they may be separate pieces of equipment. Broilers may be designed for the meat to be laid on a grid above the heat source or below it. As with other food service equipment, the broiler must be regularly cleaned. Let the broiler cool before cleaning. Remove the grid and use a wire brush on both sides of the grid. Apply a thin layer of oil. Scrape grease and burned on food particles from the unit. Remove and wash grease traps with a hot detergent solution.

BROILER



Pictorial Source: FOOD SERVICE EMPLOYEE, Texas Tech University, Lubbock, Texas, 1975.

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Posttest 1:

Directions: Broil beef steaks. Then complete this rating sheet.

Broiled Beef Steak Performance Rating Sheet

After completing the steak preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. uses stationary equipment		
11. garnishes		
12. processes for service		
13. processes for storage		
14. cleans work area (equipment, too)		
15. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		

4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. cooked to degree of doneness specified		
2. well seasoned		
3. tender		
Average Rating		

Posttest 2:

Directions: Broil chicken. Then complete this rating sheet

Broiled Chicken Performance Rating Sheet

After completing the chicken preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		

	Column #1	Column #2
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. uses stationary equipment		
11. garnishes		
12. processes for service		
13. processes for storage		
14. cleans work area (equipment, too)		
15. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. well done		
2. moist		
3. golden brown		
Average Rating		

	Column #1	Column #2
11. garnishes		
12. processes for service		
13. processes for storage		
14. cleans work area (equipment, too)		
15. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. browned		
2. flaky		
3. well seasoned		
Average Rating		

SOURCES

Food Service Employee, Texas Tech University, Lubbock, Texas, 1975.

Haines, Robert G., Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotschevar, Lendal H., Quantity Food Production, Cahners Book, Boston, Massachusetts, 1966.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971.

Posttest 3:

Directions: Broil halibut. Then complete this rating sheet.

Broiled Halibut Performance Rating Sheet

After completing the halibut preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	.....	.....	.....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. uses stationary equipment		

Key

Pretest:

1. Instructor's satisfaction

Broil Meat, Poultry, and Fish Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. uses safety and sanitation procedures	___	___
c. follows recipe	___	___
d. uses hand tools	___	___
e. uses stationary equipment	___	___
f. produces flavorful, attractive products	___	___
g. cleans equipment	___	___
h. cleans area	___	___
i. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Broiled Beef Steak Performance Rating Sheet," "Broiled Chicken Performance Rating Sheet," and "Broiled Halibut Performance Rating Sheet."

FRY/GRILL COOK .... PREPARES MEATS BY: DEEP FRYING

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Deep fry poultry and fish

Terminal Performance Objective:

Given a standardized recipe, the student will be able to prepare fried chicken and fish to meet the requirements of the recipes as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Chicken
4. Fish
5. Flour
6. Milk
7. Salt/pepper
8. Oil
9. Tongs
10. Hotel pans
11. Perforated screen

Pretest:

Directions: Perform the following skill activity.

1. Deep fry chicken and fish. Ask your instructor to check your skills.

Contents:

Deep Frying

Fat for deep frying poultry and fish is a delicate product that under high temperatures or hard use can easily break down. Saturated fats are preferred for frying while vegetable oils are commonly used. To avoid fat break down, follow these procedures:

1. Keep iron tools out of the fat and watch for exposed iron on frying baskets.
2. Do not salt foods over fryer.
3. Place only dry foods into fat.
4. Remove sediment in the oil and keep the fryer clean.
5. Store fat in a cool, dry, dark place.
6. Add enough fresh fat each day to keep it in good condition. Replacing fat as it is used this way is called "turnover."
7. Use a thermometer to check the accuracy of the fryer thermostat.

For standard products, the fat must be at the right temperature. Cold fat discolors food and gives a greasy, soggy product, while fat that is too hot burns the food without properly cooking the inside. For uniform cooking, fry food pieces of the same size. Overloading the fryer drops the temperature so low that excessive fat absorption occurs and a poorly cooked product results.

Minimum absorption of fat is desirable for standard products. The longer the frying period, the greater the fat absorption. Frying time can be shortened by precooking foods that require longer cooking periods than needed for heating and browning.

Deep Frying Chicken

Set up an assembly line work station for coating, frying, and straining the chicken (see Figure 1). Disjoint 13 chickens. One chicken will yield 2 wings, 2 breasts, 2 thighs, and 2 legs. Clean chicken and preheat the fryer to 325°F. Then:

1. Place chicken in a 4" hotel pan.
2. Place 1# flour with salt and pepper in a half 4" hotel pan.

3. Place 1 quart milk in another half 4" hotel pan.

4. Place another 1# flour in a half 4" hotel pan.

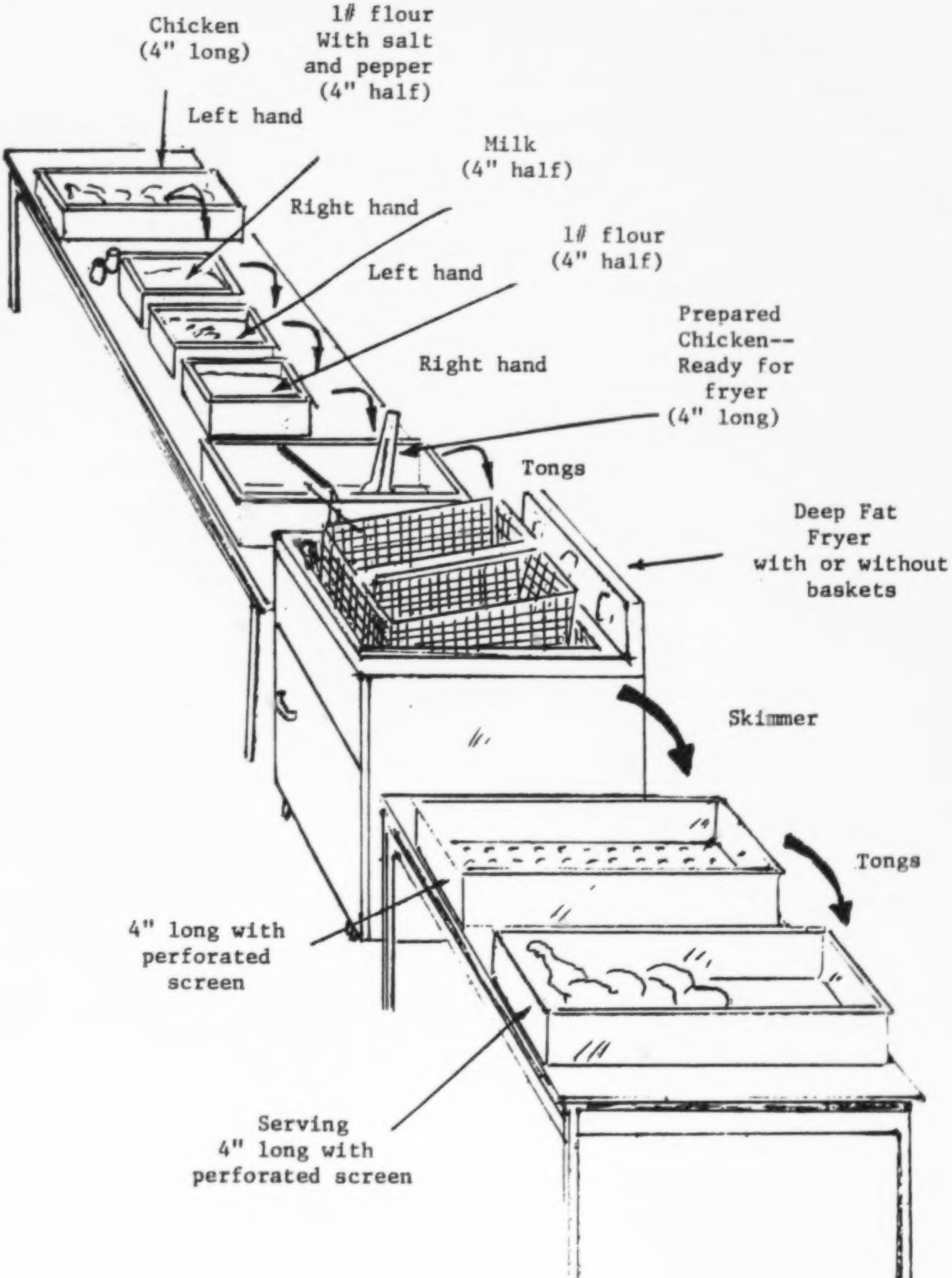
5. Place prepared chicken ready for frying in a 4" hotel pan.

6. With tongs place cicken in hot fat with or without baskets. If baskets are used, lower them carefully to avoid spillover. Shake baskets occasionally during frying to prevent foods from sticking together.

7. When the chicken is tender and golden brown, drain in a 4" hotel pan with a perforated screen.

8. Then, place in a second 4" hotel pan with a perforated screen.

Figure 1


Chicken
(4" long)
1# flour
With salt
and pepper
(4" half)
Left hand
Milk
(4" half)
Right hand
1# flour
(4" half)
Left hand
Prepared
Chicken--
Ready for
fryer
(4" long)
Right hand
Tongs
Deep Fat
Fryer
with or without
baskets
Skimmer
Tongs
4" long with
perforated
screen
Serving
4" long with
perforated screen

Deep Frying Fish

Lean fish such as halibut, haddock, and flounder are best for frying. Fish must be breaded before frying to acquire a crisp, golden brown coating.

Don't over cook fish. When cooked to proper doneness, fish should be flaky and moist. Over cooked fish breaks up easily, is dry, pulpy, and tough.

Follow deep frying procedures for fried chicken.

SOURCES

Food Service Production and Service, Mid-America Vocational Curriculum Consortium, Inc., 1976.

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotschevar, Lendal H., Quantity Food Production, Cahners Books, Boston, Massachusetts, 1966.

Terrell, Margaret E., Professional Food Preparation, John Wiley & Sons, Inc., New York, New York, 1971.

Posttest I:

Directions: Prepare fried chicken. Then complete this rating sheet.

Fried Chicken Performance Rating Sheet

After completing the fried chicken preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent				poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		

	Column #1	Column #2
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. little fat absorbed		
2. crisp coating		
3. fully cooked		
4. flavorful		
Average Rating		

Posttest 2:

Directions: Prepare fried fish. Then complete this rating sheet.

Fried Fish Performance Rating Sheet

After completing the fried fish preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent..poor
1 2 3 4 5

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. little fat absorbed		
2. crisp coating		
3. fully cooked		
4. flavorful		
Average Rating		

Key

Pretest:

1. Instructor's satisfaction

Fried Chicken and Fish Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. cleans chicken	___	___
c. preheats fryer	___	___
d. assembles work station	___	___
e. coats chicken, fish	___	___
f. fries chicken, fish	___	___
g. strains chicken, fish	___	___
h. allows for little fat absorption	___	___
i. produces crisp, flavorful chicken, fish	___	___
j. cleans area	___	___
k. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Fried Chicken Performance Rating Sheet" and "Fried Fish Performance Rating Sheet."

P4.10D

FRY/GRILL COOK .... PAN FRYING/SAUTEING

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Saute meat, poultry, and fish.

Terminal Performance Objective:

Given a standardized recipe, the student will be able to prepare sauteed meat, poultry, and fish to meet requirements of the recipes as evidenced by an average of "3" or better on performance rating sheets.

Materials Needed:

1. This packet
2. Pen or pencil
3. Oil
4. Meat
5. Poultry
6. Fish
7. Milk
8. Flour
9. Crumbs
10. Skillet
11. Tongs

Pretest:

Directions: Perform the following skill activity.

Sauté meat, poultry, and fish. Ask your instructor to check your skills.

Contents:

Pan-Frying or Sautéing

Using a frying or saute pan or griddle to cook food in a thin layer of fat about ¼-inch deep is sautéing or pan frying. To pan-fry, select a heavy skillet or frying pan of good heat-conducting metal. Fit the pan to the quantity fried. Some pans for batch frying may be 12 to 14 inches. Small or thin items should be sautéed quickly to prevent drying them out. Thick foods may be sautéed or grilled then finished in an oven or covered in a pan and cooked over low heat to complete cooking.

Food items may be breaded, batter-dipped, or wrapped in dough before pan-frying. Breading consists of 1) flouring, 2) moistening, and 3) crumbing. Flour absorbs the moistening agent and provides a base for the crumbs to stick. Moisteners like eggs and milk may be used and even sized particles of cracker or bread crumbs. Some meat and fish may be covered only with flour, a process called flouring.

Batter for batter-dipped items should be thick enough to adhere and give an adequate coating. Dough wrapped items must be completely sealed so fat does not enter the content but only cooks the outside.

Sautéing Meats

This preparation procedure is used for tender cuts of meat. Place oil in a large frying pan and heat. Add the meat cut into serving sizes or smaller and brown quickly. Drain off oil. For thick meats, a sauce may be added and cooked on low until done.

Sautéing Poultry

Poultry such as chicken may be dipped into a batter and then fried in an iron skillet in fairly deep fat until golden brown and tender.

Sautéing Fish

Pan-frying or sautéeing is a good method for preparing small, whole fish, steaks, or fillets.

When preparing fish for large numbers, the pan-frying can be done on baking sheets in the oven. The pan should be covered with a generous coating of butter and then prepared with a coating. Dip the top of the pieces in the butter and place in the pan without crowding. Bake for 10 to 15 minutes in a hot oven (400° F) turning once, if necessary, for even browning. Serve at once while hot and crisp.

Posttest 1:

Directions: Sauté meat. Then complete this rating sheet.

Sautéed Meat Performance Rating Sheet

After completing the sautéed meat preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance, Third, you will be evaluated on the completed product. Use the following rating scale.

excellent . . . . poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

Food Preparation Performance	Column #1	Column #2
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. cooked quickly		
2. golden brown		
3. tender		
average rating		

Posttest 2:

Directions: Sauté chicken. Then complete this rating sheet.

Sauteéd Chicken Performance Rating Sheet

After completing the sauteéd chicken preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	. . . .	. . . .	. . . . .	poor
1	2	3	4	5

Enter your rating in column #1. Your instuctor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		

	Column #1	Column #2
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. evenly browned		
2. tender		
average rating		

Posttest 3:

Directions: Sauté fish. Then complete this rating sheet.

Sautéed Fish Performance Rating Sheet

After completing the sautéed fish preparation you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent . . . . poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepreps ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		

	Column #1	Column #2
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. crisp		
2. evenly browned		
3. flaky to the touch		
average rating		

SOURCES

Haines, Robert G. Food Preparation for Hotels, Restaurants, and Cafeterias. American Technical Society. Chicago, Illinois, 1973.

Kotscheuar, Lendal H. Quantity Food Production. Cahners Book. Boston, Massachusetts, 1966.

Terreu, Margaret E. Professional Food Preparation. John Wiley & Sons, Inc. New York, New York, 1971.

Key

Pretest:

1. Instructor's satisfaction

Sautéed Meat, Poultry, and Fish Checklist

	Yes	No
a. Assembles equipment		
b. Cuts meat		
c. Heats oil		
d. Coats meat (if needed)		
e. Heats quickly		
f. Heats to golden brown		
g. Heats until tender		
h. Cleans area		
i. Returns equipment and supplies		

Posttest:

Average of "3" or better on "Sautéed Meat Performance Rating Sheet", "Sautéed Poultry Performance Rating Sheet", and "Sautéed Fish Performance Rating Sheet."

P4.10E

FRY/GRILL COOK ...... PREPARES MEATS BY: STEAMING/POACHING

DIRECT INSTRUCTION AND SELF TAUGHT INSTRUCTION

Job Skills:

Steam fish and poach variety meats

Terminal Performance Objective:

Given a standardized recipe, the student will be able to prepare steamed fish and poached variety meats to meet requirements of the recipe as evidenced by an average of "3" or better on performance rating sheet.

Materials Needed:

1. This packet
2. Pen or pencil
3. Fish
4. Variety meats
5. Sauce pot
6. Liquid

Pretest:

Directions: Perform the following skill activity.

1. Steam fish and poach variety meat. Ask your instructor to check your skills.

Contents:

Steaming and Poaching

Meats, fish or poultry may be steamed over rich stock, a process called free venting or cooking under pressure, which reduces cooking time. It is easy to over cook meats in steam pressure. Many meats may be given preliminary treatment such as prebrowning and then finished in a steam chamber.

Steaming and Poaching Fish

To steam or poach fish, barely cover with liquid and cook gently at 200°F. For large fish, cook it in a cloth or on a greased trivet so the fish can be easily handled. A whole fish should fit freely in the pan. Large pieces of fish are best started in cold liquid as a hot liquid encourages breaking up.

If small pieces are poached, put these into boiling liquid and immediately reduce the heat to simmering. Cook 8 to 10 minutes. Steamed or poached fish can be served cold, especially if it is a fat fish, such as trout or salmon.

Poached Variety Meats

Other edible meat cuts other than wholesale or primal cuts are variety meats. They may include brains, liver, tripe, heart, sweetbreads, tongue, kidney, and oxtail. These meats may be poached, braised, sauted, or fried. The cooking method will be determined by the cut tenderness, and intended use for the variety meat.

To poach brisket of beef, cover in a stock pot with cold water. Bring to a boil and remove any scum that may appear on the surface. Add any garnish such as onions, celery and carrots. Reduce heat until liquid is below the boiling point (200°F). Add additional spices and cook until tender.

Posttest 1:

Directions: Prepare steamed fish. Then complete this rating sheet.

Steamed Fish Performance Rating Sheet

After completing the steamed fish preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent	....	....	....	poor
1	2	3	4	5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance		
1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool technqiues		
10. prepares ingredients		
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		

	Column #1	Column #2
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance 1. lacks transparent appearance		
2. retains shape		
3. full flavor		
Average Rating		

Posttest 2:

Directions: Prepare poached variety meats. Then complete this rating sheet.

Poached Variety Meats Performance Rating Sheet

After completing the poached variety meats preparation, you and your instructor will evaluate your skills. First, you will be evaluated for food preparation performance. Second, you will be evaluated for personal performance. Third, you will be evaluated on the completed product. Use the following rating scale.

excellent...poor

1 2 3 4 5

Enter your rating in column #1. Your instructor will use column #2.

	Column #1	Column #2
Food Preparation Performance 1. assembles equipment and ingredients		
2. uses personal hygiene		
3. follows personal safety habits		
4. uses sanitation techniques		
5. follows safety procedures		
6. reads recipe		
7. follows food terms		
8. weighs/measures ingredients		
9. uses hand-tool techniques		
10. prepares ingredients		

	Column #1	Column #2
11. combines ingredients		
12. uses stationary equipment		
13. follows portion control		
14. garnishes		
15. processes for service		
16. processes for storage		
17. cleans work area (equipment, too)		
18. returns equipment and supplies		
Personal Performance		
1. works without breakage or waste		
2. shows pride in work		
3. manages time		
4. shows initiative		
5. makes sound decisions		
6. shows dependability		
7. cooperates with others		
8. contributes to a team effort		
Product Performance		
1. holds shape		
2. no strong odor		
3. tender		
Average Rating		

SOURCES

Haines, Robert G., Food Preparation for Hotels, Restaurants and Cafeterias, American Technical Society, Chicago, Illinois, 1973.

Kotschevar, Lendal H., Quantity Food Production, Cahners Book, Boston, Massachusetts, 1966.

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Key

Pretest:

1. Instructor's satisfcation

Steamed Fish and Poached Variety Meat Checklist

	Yes	No
a. assembles equipment and supplies	___	___
b. uses safety and sanitation procedures	___	___
c. follows recipe	___	___
d. cooks in liquid	___	___
e. cooks until tender	___	___
f. cleans area	___	___
g. returns equipment and supplies	___	___

Posttest:

Average of "3" or better on "Steamed Fish Performance Rating Sheet" and "Poached Variety Meats Performance Rating Sheet."